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# NAVAL POSTGRADUATE SCHOOL

Monterey, California



## THESIS

A COMPARISON AND ANALYSIS  
OF ARMY GENERALS AND EXECUTIVES

by

Andrew E. Adams

and

Mark W. Boyer

December 1981

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A Comparison and Analysis  
of Army Generals and Executives

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Submitted in partial fulfillment of the  
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## ABSTRACT

This research continues the study by Leshko and Vosseteig (1975) along with further research conducted by Rowe, Rudeen, and Wenke (1976) in the use of situational stimuli as an aid in identifying and measuring executive capacity. Hypothesis testing was conducted that used capacity indicators which had been previously identified and isolated. Conclusions to the earlier studies claim that an individual's response to the questionnaire can be used to predict the potential success or failure of that individual in an executive role. Whereas prior research deals with executives within the private sector, the data base used in this study was comprised of top military decision makers (O7 and above) from within the United States Army. The data from this study was compared with those responses from the previous studies. In addition, the data collected was used to present a profile of today's U.S. Army Generals.

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## I. INTRODUCTION

I divide officers into four classes -- The Clever, The Lazy, The Stupid and The Industrious. Each officer possesses at least two of these qualities. Those who are clever and industrious are fitted for the high staff appointments. Use can also be made of those who are stupid and lazy. The man who is clever and lazy is fit for the very highest command. He has the temperament and the requisite nerves never to deal with all situations. But whoever is stupid and industrious must be removed immediately. •

General Kurt von Hammerstein, 1933

• [Ref. 1: pg 223]

It has long been recognized that the development and selection of good military officers must come from within the organization. Throughout all service organizations are personnel with the attributes necessary to be outstanding officers but we must have a method of finding such individuals. It is not our purpose nor does it seem very likely that we will be able to devise a way to select the best military leader, but early identification of these individuals, with such attributes, would certainly be welcome.

Anyone who has worked in or studied selection and recruitment would agree that there is an extreme need for sounder knowledge about selection and identification of future leaders or executives in organizations.

It has been difficult to agree upon what are the personal characteristics needed as a condition for good executive or top military performance. Several reasons make it difficult



to find those personal indicators common to successful executives. One reason, the executive or leadership role can be successful in a variety of ways by different types of people. Second, in the military and in the private sector, top positions are by no means homogeneous, and require different types of persons. And thirdly, characteristics which prevail depend on the circumstances at hand.

Often, a considerable amount of training money is expended upon an individual before it is discovered that he/she is unsuited to do the work for which that individual was hired. This expense, and the effort and training required to turn into successful leaders those who lack the intelligence and disposition for controlling others can not be measured, but with today's budgetary restraints, the Army cannot afford the waste. Therefore, an orderly system for early detection of potential leaders is increasingly important.

The authors realize that it is hard to separate the identification of potential leaders from management training and development activities. But early identification and selection would significantly aid in this process.

This research continues the study by Leshko and Vosseteig (1975) along with further research conducted by Rowe, Rudeen, and Wenke (1976) in the use of situational stimuli as an aid in identifying and measuring executive capacity. Hypothesis testing was conducted that used capacity indicators which had been previously identified. Whereas prior research deals

with executives within the private sector, the data base used in this study was comprised of top military decision makers (O7 and above) from within the United States Army.

#### A. IMPORTANCE OF EARLY GENERAL OFFICER IDENTIFICATION

The study of military leadership has assumed ever more critical importance over the last half-century. The rapid growth in size and complexity of our armed forces' organizational structures has created a mounting requirement for increased skill and sophistication on the part of those in leadership positions. This demand for skilled leaders creates in turn a need for expanded basic knowledge of the processes and techniques of leadership and for ways to identify, educate and develop potential leaders [Ref. 2: pg 9]. The Army, in particular, recognizes the importance of preparing officers to be the leaders of tomorrow. They also are concerned with the development of improved and more comprehensive techniques to meet the expanded requirements in the identification and selection of officers to the rank of general [Ref. 3: pg 15]. This study could be beneficial and important in the area of early identification of monitoring career progression, saving money in terms of training dollars or by just being able to identify the right man for the right job.

One important cog in the wheel of the conventional military structure is that of having a well defined career

progression track. Officers who are looking to move ahead often seek those positions which will put them in the lime-light and therefore, enhance their promotion possibilities. There are also other officers who are not so aspiring and are content with accepting whatever assignment comes down the road and in doing what is minimally necessary to achieve the next higher grade. These two views may be thought of as end points on a continuum. There are obviously officers in the midst of the two groups described. There are officers who may be willing enough to accept positions of increased responsibility but are unaware of the proper channels in making their desires known. Many officers may not think it fitting to question the assignment orders they have received from higher headquarters and, therefore, accept them. There are obviously other officers along the continuum in addition to those pictured. The all-embracing problem facing the young career aspirant officer is that only those who get on track early and stay close to the main line, almost continuously, stand a chance of making it to the top. It is important, therefore, that some sort of instrument or system be used in identifying those aspiring, to make it to the top early along in their career. This identification procedure should not be used though, as a tool in strictly fast tracking those officers classified in the aspirant category. Instead its purpose should be that of only

earmarking those officers whose careers should be closely monitored. It is the opinion of the authors and has been noted in several readings that many young officers resign their commissions and leave the military because of job discontentment. Had a few of these individuals been identified as those whose careers should have been monitored, those jobs that are very non-meaningful and not necessarily useful for career progression could be avoided.

There are financial costs involved in carelessly made selection decisions. It would be difficult to estimate the costs not only in training, but other costs such as moves or civilian schooling that are expended before the Army begins to derive the benefits from these expenses. This amount could be a total loss should the officer become unhappy and decide to leave the Army. The cost is even greater if the man is unhappy and decides not to leave or the Army finds the man is not right for the job. Government agencies, including the Army, are pouring millions of dollars into research looking for methods of selecting the right man for the right job [Ref. 4: pg 15]. Consequently, careful planning and investigation should not be spared in the effort to make a correct selection decision.

A lack of fit between an individual and his job is another area that causes problems within the military. Judgments on the shape of people and their jobs are difficult

to make. There may be overemphasis on skills and experience while ignoring the very important factors of personality and individual goals [Ref. 5: pg 137-148]. For a proper fit to occur, an individual should enjoy what he is doing, feel competent at doing it and what he is doing should not upset his moral values. A lack of proper fit can have many consequences, the least of which might be a sense of worthlessness. It can disrupt one's family life and if the fit is extremely loose or goes on for a long period of time, the individual will leave the organization. It is important, therefore, that we attempt to fit officers into the proper positions early on in their careers. Of course, this is not always going to be possible but having the individual earmarked and monitoring his track will help in fitting individuals into the proper positions. The main thrust is having the ability to early identify and select the future leader and then proceed with the optimum development plan to achieve the most cost effective results.

It must be mentioned that even though this study attempts to use a questionnaire test instrument to analyze the way today's Army generals react to given situations, the authors in no way stipulate that this decision process is the correct one or the one the Army wants. To most individuals the Army appears quite stable in structure but it is also a dynamic organization which must keep up with the times not only in

technological advancements but also in changes affecting behavioral systems. What is the right decision in a given situation today may not be right in the future. The instrument in this thesis may need to be modified to fit what the Army is looking for in their higher positions.

## B. OBJECTIVES

1. Provide an analysis of responses to situational stimuli by top military leadership.

Very limited research has been done in using situational stimuli as a means to assess potential [Ref. 6: pg 49]. Using the information gathering document developed and tested by Leshko and Vosseteig and with additional questions provided by Rowe, Rudeen, and Wenke, the authors of this study have modified the questionnaire for military use. The response data will be analyzed to test associated hypotheses from the previous studies mentioned.

2. To establish a ground level data base on the way today's army general makes decisions based on previously hypothesized capacity indicators. A total of 14 executive capacity indicators will be evaluated which will provide a baseline describing what army generals do.

3. To compare and analyze today's generals with previously tested successful executives in the private sector. A comparison will be made of the response data of those successful executives surveyed by Rowe, Rudeen and Wenke (1976).

4. Weigh the use of this instrument in identifying potential leaders. A conclusion reached by Rowe, Rudeen, and Wenke indicated response patterns of executives can be used as a baseline in evaluating potential executives. This same hypothesis will be tested in the military environment.

5. To provide a profile of today's army general. Who is today's army general? Throughout this study we talk of a faceless non-person inhabiting a title. From the survey results, characteristics will be placed together to form a model of the army general.

#### C. HYPOTHESES

The purpose of this study is to ascertain whether previous research in the use of situational stimuli as an aid in identifying and measuring executive capacity could be applied to the United States Army. Hypothesis testing was conducted on those capacity indicators formally tested. The following additional hypotheses will be tested in this study.

1. There will be no statistical difference in the way today's army general responds to given questions compared with top executives in the private sector in the Rowe, Rudeen, and Wenke study.

2. The response patterns of the generals tested can not be used as a baseline in evaluating potential Army leaders.

#### D. DESIGN AND ORGANIZATION OF THE THESIS

The introductory chapter of this thesis has focused the reader's attention on the need for sounder knowledge about early selection and identification of future leaders or executives in organizations, and its desired applicability and advantages for its utilization in a military environment.

Chapter II is where the study actually begins. In this chapter the authors will set the stage by reviewing existing literature in the fields of selection, executive potential, leadership and previous studies done using a situational analysis. The current state of selection and identification of future leaders research will be addressed and an evaluation of the literature on the 14 previously identified capacity indicators. Literature will be examined from the private sector, as well as that done for and by the military.

How did the authors approach this study? What test instrument was used? How was the test instrument administered? Answers to these questions and more will be discussed in Chapter III, where a complete analysis of the methodology employed and data gathering techniques used will be presented.

Chapters IV and V bring the study together. Here the results and analysis will be presented along with findings, recommendations, and uses for future studies.



## II. THE CONTRIBUTIONS OF RESEARCH

### A. INTRODUCTION

This review is not intended to be all-encompassing, but rather to single out those issues and themes which the authors feel are congruent in a study of this nature. An attempt has been made to place into perspective other approaches to the subject, and to set the stage for viewing the results and outcomes.

### B. METHODS OF EXECUTIVE SELECTION

Much has been written concerning the various methods that have been applied in an attempt to identify the potential executive. Actually, the first step in achieving high quality and improving retention of military officers is a method of selection that insures that those who are selected possess the potential to become effective leaders and managers. There are problems though, associated with the selection process and the various methods employed. On one hand, you have the numerous complexities, changeability and uniqueness of the various jobs officers may have, while on the other hand, one has problems concerning the identification and measurement techniques relating to those aspects of the candidate officer which will make the difference between those who succeed and those who fail. Any method of predicting success or in

identifying those assets necessary for success, that shifts focus on the subject from an exercise in attrition to one of growth, assignment and job satisfaction would be welcome. Many methods have been studied and a few will be reviewed in the next couple of pages. Several appear quite promising.

Early methods in the study of executive selection mainly dealt with looking at an individual's constitutional and physical factors. Determinants such as height, weight, physique, health and appearance were studied and their relationships as to whether or not an individual would make it to the top of an organization. The majority of these studies viewed the above characteristics in already successful individuals and then an attempt was made to establish them as necessary qualities of a leader. It was felt that if one had "the right" characteristics then he or she should be selected for the highest position.

Concerning some of the physical factors it seems that when height is a significant factor in the achievement of executive status, it is so as a result of its correlation with other factors which, in some situations, are significant for the assumption of command [Ref. 7: pg 216]. The general trend of these studies though, is to indicate a low positive correlation between height and executive potential [Ref. ]. Many of the same facts and conclusions concerning the factor of height apply to weight. Numerous

studies have found that successful leaders and executives tend to be significantly lighter than non-leaders. Other studies done by Maslow and later by Katz have found the exact opposite true in successful people [Ref. 7: pg 216]. Several studies have studied appearance and its relationship to success. The evidence in most of these studies suggests a possible positive correlation between appearance and being chosen for the top job. Concerning health, Bellingrath, Brown and Wetzel characterize successful leaders by their having a high rate of energy output [Ref. 8: pg 42]. A significant finding by Cox indicates that military leaders in particular are more adept in the areas of physique, energy output and athletic prowess [Ref. 9: pg 106]. All, in most of the studies dealing with physical traits, have yielded very little in the way of generally useful results that could be used in methods for executive selection. It was believed by the authors that the population sampled in this study would be taller and weigh less than their civilian counterparts. This hypothesis can be somewhat presupposed due to the organizational standards concerning physical fitness and height standards that were in effect when these individuals entered the military.

Other studies examined personality and social traits as a method that could be utilized in selecting the executives. During the two decades before World War II, it was natural

that extensive effort was devoted to discovering the specific personal characteristics that distinguished the top man. This development was perhaps a consequence of the earlier attention given to the study of great men and perhaps too, a result of the rapid growth of personality theory [Ref. 10: pg 5]. As a result of these studies, laundry lists began to appear as to what traits were necessary to be successful. The Army even adopted its own list of "leadership traits" that were taught at the cadet officer level as necessary things in order to be a good officer.

The results of these studies have had very little success in establishing a baseline for executive selection. Some characteristics dominate in many of the studies but the overall analysis seems to be that they have failed to find any consistent pattern of traits which characterize the top executive. As Chowdlry states in his evaluation of executive selection through the examination of personality traits:

There is no significant improvement in our ability to predict who will make a better executive and who will rise faster in the organization. No procedures developed so far have yielded results better than the fallible judgment of wise and experienced executives [Ref. 11: pg 103].

More recent studies concerning traits and their relationship to military officer selection was done by Mark, Guilford and Merrifield. The study was to explore the abilities that were considered important in successful performance of high-level military personnel. They wanted to determine whether

certain intellectual aptitude and personality factors found previously in other populations also pertained to the military. The three also desired to develop a rating scale which would evaluate officers with respect to the degree they possess these factors. The system they employed was the use of aptitude tests along with both peer and superiors' ratings. The results of their work yielded a few high correlation factors among all participants dealing with some of the factors. Little evidence, though, was discovered relating possession of such factors as a predictor of success. Their overriding conclusion was that success in the military is a function of the situation and its requirements on the followers and their expectations as well as qualities of the leader [Ref. 12: pg 26].

Current methods employed by the military in selecting officers for positions of increased responsibility are predicated on the personnel records biography and have no way to objectively predict the officer's potential to perform in his next assignment. The Army has long realized the shortcomings of this method, if it can be called one, and are doing extensive research in the use of assessment centers as a method of officer selection. The assessment center concept is a procedure which uses standardized situational exercises to evaluate an officer's leadership skills. The exercises simulate actual on-the-job conditions and are designed to

elicit specific skills required for future assignments. The officer being assessed is confronted with situations that he would face if he were promoted. The evaluation enables trained assessors to develop a profile of the individual's effectiveness in his current grade and potential effectiveness at a higher level. For validity, the assessment concept depends upon four basic assumptions. First, that all assessees are evaluated under similar conditions. Second, that the ratings are the composite evaluations of several assessors. Third, that ratings for a particular behavioral area are obtained from several different situational exercises or tests and fourthly, that assessors are trained to insure complete understanding of assessment center concept and objectives [Ref. 13: pg 15].

The assessment center concept is not new, nor is it revolutionary. Research reports indicate that the German Army used assessment techniques as early as 1911. The British Army has used the assessment process as the criterion for entry into its officer-producing military schools since World War I. During World War II the Office of Strategic Services (OSS) used this technique as a screening process. In 1963 through 1965 an assessment center operated at Fort McClellan, Alabama, for measuring combat skills in a simulated environment [Ref. 14: pg 3]. Several non-military institutions such as IBM, ATT, General Electric and Standard Oil, have

found the use of assessment centers a particularly useful method in selecting their future executives [Ref. 15: pg 15].

Thus far, assessment center activities have demonstrated that the technique employed can be successfully implemented within the United States Army. Standardized situational exercises can be developed which elicit behaviors critical to leadership and which enable assessors to discriminate among individuals assessed and to identify strengths and weaknesses [Ref. 16: pg 7]. It is believed by the authors that our instrument can be used as another tool in this assessment process.

Numerous other studies have dealt with methods of executive selection, some concerning the military, many not. Fraser experimented in 1957 employing the group interview method of selecting key personnel. This method had already proved quite useful within British industry. Day, Willemin and Helme, 1971, attempted to use situational exercises in connection with personality tests and applied this in a very scientific manner as a method of channeling officers into appropriate assignments. Meyer and Bertotti have done extensive research in the use of psychological tests as a method in executive selection. They are quick to point out though, that the tests used must be practical to the individuals being tested or very broad in nature and also designed as supplements, not replacement items, for other officer

screening methods. Yates and Downey, 1974, researched the use of associate (peer) ratings as a method of selection among officers for promotion purposes. Their conclusions were that peer nominations were found to be administratively feasible but not well accepted as a method which they (the participants) would like to see employed.

Supervisory opinion tests, Rorschacks ink blot tests, Rosenzweig's picture frustration studies, thematic apperception tests and many more have all been researched at one time or another as to their applicability in the process of methods dealing with executive selection. It would be a very strenuous task to list and discuss them all. The authors' objective was to just provide a brief research synopsis of material we have reviewed in connection with methods of executive selection, those that have been researched in the past and those that might prove useful in the future. It is hoped that the instrument presented in our study may prove useful as an additional technique to help identify tomorrow's military leaders.

#### C. PREVIOUSLY IDENTIFIED CAPACITY INDICATORS

##### 1. Desire for Power

In today's large and complex organizations the effective performance of an executive requires one to be skilled at the acquisition and utilization of power. Rowe, Rudeen and Wenke touched on this subject in their previous study by



evaluating the use of power in the decision making process of successful executives in the private sector. Based on their review of the literature, it was indicated that the desire for power becomes increasingly important with increasing success; but is used less consciously at the top of the hierarchy.

In contrast, more recent literature indicates that as a person gains more formal authority in organizations, the areas in which that person is vulnerable increase and become more complex, rather than reverse. This puts the individual in a highly dependent position. To be able to plan, organize, budget, staff, control, and evaluate the executive needs some control over the many people who they are dependent [Ref. 14]. John P. Kotter maintains that this growing complexity makes it difficult, if not impossible, for executives to achieve their ends either independently or through persuasion and formal authority alone. They increasingly need power to influence other people on whom they are dependent [Ref. 17: pg 125].

Ralph M. Stodgill states that studies of power are concerned with the means whereby, and the extent to which, one can influence others. Power represents but one aspect of role differential and is not synonymous with leadership. The concept leaves unexplained much variance associated with leadership. The advantage in a power situation appears to

reside with the holder of power. For every source of power, however, countermeasures can be utilized by followers to reduce the extent to which they are subject to influence. Thus power implies a relationship in which participants are bound together by interdependency, influence, and exchange. In the absence of mutual obligation that participants will honor, there is no stable basis for the exercise of power [Ref. 8: pg 292-293].

The authors ascertain that top military decision makers' willingness to assume responsibility is motivated by their desire for power. This is not to say that this is the only motivating factor, because it assuredly is not, but it is an essential element as the individual ascends through the organizational hierarchy. The higher the individual in the military organizational hierarchy, the more that individual understands the dynamics of power, and the more that individual has fine tuned the ability to effectively acquire and use power.

## 2. Rewarding Family Life

Leshko and Vosseteig designed questions within the data gathering instrument to show the private sector executive's capacity for effective family relations. The literature reviewed in the subject area was concerned with the executive's susceptibility to divorce, and the executive's acknowledgement to family responsibilities and work.

Early literature in this area maintains that a happy married life is extremely helpful to executive success. There are a number of reasons for its importance. First of all, tensions in the work situation would be disastrously increased if accompanied by tension at home. Moreover, wives can play an effective role in relieving office tension, and a reasonably ambitious woman can help her husband in many ways. Finally, a well-adjusted home is a good clue to a well-adjusted personality, a fact which may prove significant in the selection process [Ref. 18: pg 250].

To succeed, there is no question that a person has to give the job a high priority in his life. Tradeoffs have to be made.

A good number of executives accept the cliché that success always demands a price and that price is usually the deterioration of private life. This cliché does not always reflect reality, however, some executives seem exempt. [Ref. 5: pg 138]. This last statement is further supported in the Leshko and Vosseteig, and Rowe, Rudeen and Wenke results.

The major determinant of work's impact on private life is whether negative emotional feelings aroused at work spill over into family and leisure time. When individuals feel competent and satisfied in their work, not simply contented, but challenged in the right measure by what they

are doing, negative spill over does not exist. Work spills over into private life in two ways: through fatigue and through emotional tension, like worry [Ref. 5: pg 138].

Traditionally, the military family was unique when compared to the private sector. Not so long ago the service man and his family lived in a closed community where the job and family life were interwoven. In the last fifteen years this uniqueness has been altered. Today, the military can not compete with the private sector in pay; even though it has improved, for its elite. The authors maintain that this is an indication of higher professional commitment on the part of the top military decision maker, but a disadvantage to the military family.

### 3. Ability under Stress

Managers worry, they work too hard; they relax; they take the job home with them; sometimes they crack up; they drink too much; they collapse; they die early [Ref. 19: pg 93]. What is the cause of this, and how do top military decision makers deal with these? Rowe, Rudeen and Wenke analyzed in the test instrument an individual's ability to make decisions under stressful conditions characterized by personal strain, tension or pressure in varying intensities. Their questions were based on the assumption that successful executives openly deal with stress, have a developed means of working under pressure, do not resist organizationally desired change and are very calm and stable amidst stress.

Uncertainty is an increasingly frequent fixture of today's world and has a massive impact on the lives of executives [Ref. 5: pg 148]. It was pointed out by Bartolomé and Evans that executives try to reduce unnecessary stress and uncertainty within their organization by acting as a shield guarding their subordinates from happenings in which they have no control. This buffer against stress builds commitment and trust from subordinates, but the executive utilizing this technique pays the price for the cover. This absorbing technique creates an enormous amount of anxiety which causes those symptoms mentioned in the opening paragraph.

The authors' opinion is that in the military, those earlier stated assumptions will apply. Top military decision makers do openly deal with stress and have an individual system for dealing with it. It might be appropriate to mention that in the military the fighting man considers himself to be brave and prepared to face danger. The individual has an uncritical willingness to face danger, whereas in the private sector this characteristic is not as powerful. Drucker says "many executives boast of the tension under which they labor. They consider it a badge of accomplishment." This statement may apply to an even greater extent to the top military decision maker in a peace time environment.

#### 4. Ability to Manage Time

The tempo that an executive needs varies widely according to time, organization, and job. It is frequently important to the executive's effectiveness. In general, the higher the echelon, the lower the tempo needed owing to the greater importance of the decision to be made. Because an executive works in a large variety of situations, he has to be able to speed up and slow down as the circumstances require [Ref. 18: pg 248-249].

Leshko and Vosseteig designed questions within the test instrument to show the capacity of executives to use their time effectively.

Henry Mintzberg noted that chief executive officers moved in a fragmented fashion through a bewildering array of issues on any given day; in fact, fully half of their activities were completed in less than nine minutes. Moreover, he argued that such behavior was probably both appropriate and efficient. The chief executive officer's ability to influence a large number of activities through brief contacts may, in fact, be a highly leveraged use of time [Ref. 20: pg 49-61].

Thomas J. Peters found in his research on some two dozen corporations in the United States and Western Europe, that executives spend most of their time fighting fires and may not come upon the critical issues until late in the game [Ref. 21: pg 164-172].

Colonel Charles F. Kriete, Chaplain, United States Army, studied the daily schedules of 21 general officers for a 28-day period. The results showed significant differences in the way that generals use their time, dependent upon the position they hold. The results imply that general officer leadership, unlike that of their civilian counterparts, is more influenced by position and mission requirements than personal style [Ref. 22: pg 1-28].

#### 5. Communicative Ability

The dimension, communication, is described by the frequency with which a leader provides information to members, seeks information from them, facilitates exchange of information, or shows awareness of affairs pertaining to the group [Ref. 23: pg 5-6].

We can get agreement that everything the executive does, and most of what he sees is expressed in words. He speaks, he reads, he writes, and he hears, all in words; the basic symbol of communication in the work of the executive. Even the numbers he sees are ultimately translated into words. If these observations are correct, then verbal ability, as one of the many aspects of intellectual and mental ability, is highly important. This is an ability that an executive generally needs to a great extent and always needs to some extent [Ref. 18: pg 238-239].

Leshko and Vosseteig developed questions in the test instrument to show how the executive in the private sector

made effective use of communications. The questions were designed upon the hypotheses that executives are better informed and expand their levels of interests beyond the local environment; are extroverts and gregarious individuals; interact with more people and are exposed to more new ideas than non-successful persons; and that the successful executive is an effective communicator, because he realizes the importance of the timing and of strategy of communicating a decision.

Top military leaders are able to deliver interpersonal feedback, to read nonverbal as well as verbal clues and to utilize informal information networks.

#### 6. Health

Physical vitality and endurance are emphasized in the literature as being extremely important for a successful executive. "Leaders are characterized by a high rate of energy output." [Ref. 9: pg 27] The requirements in a complex organization often place conflicting demands upon the executive within it. Not being in a good state of health can cause people to become discontent, remove the drive necessary to impel them to see new challenges, and stifle the individual ability to lead.

Leshko and Vosseteig tested the hypothesis that successful executives are concerned about their state of health, and attempt to stay healthy.



The authors agree that this hypothesis will remain true in the military, however, there is a compelling force on the military leader to stay healthy. This force is the requirement placed upon the individual by organizational standards.

#### 7. Decision Making Capabilities

The trait which characterizes the executive or top military decision maker more clearly than others is their ability to make decisions. They cannot allow themselves to take the "on the fence" position. If this were to happen, control would be relinquished to others within the organization and their subordinates would become impatient and worried.

Leshko and Vosseteig used their test instrument to show an executive's capacity for making decisions.

Two differing approaches to how executives make decisions are found in the literature. One approach says that the executive uses the decision making process when confronted with a decision, and the other says executives are more concerned with the problem at hand, rather than the decision making process.

Ability to arrive at decisions presumes that facts and conditions will be considered, that influence, both conscious and unconscious nature, will lead to a pronouncement of a course of action [Ref. 24: pg 224]. Executives

are expected to make decisions which produce favorable outcomes and therefore, discrimination, discernment and discretion are used in the decision process. This judgment not only involves weighing all objective factors, but the executive uses more subtle elements in making the decision, which an observer would find hard to detect. "The executive must develop a degree of intellectual acumen which permits quick decisions that will stand the test of later evidence of accuracy or inaccuracy of foresight." [Ref. 24: pg 224]

The need to be right as much as possible puts pressure on the executive. The more basic the decision, the greater the penalties for being wrong and the greater the difficulty in evaluating the decision. Two characteristics of executives offset the pressure for correct decisions. The first is a surprising incapacity for analyzing their own decision-making behavior, and the second is the adoption of an optimistic, confident posture on the eventful outcome of their decisions [Ref. 25: pg 271].

Executives do not operate merely on hunches, but rather they are men of action intent upon the act rather than the process of deciding. But the result of this attitude is to divert attention from the obstacles and focus it on the consistency of success embodied in the image of decisiveness cultivated by successful executives.

The second characteristic, a wide spread optimism, is accompanied by feeling that a percentage of error is only

human. A more typical view, however, is to consider the decision outcome as a probability [Ref. 25: pg 272].

It is the authors' opinion that time to make a decision, and the health of the organization play a significant role in how executives or top military leaders make decisions. Meticulous judgments, based on thorough analysis and utilization of the decision making process can be impossible because of the limits of time. An executive in a healthy organization has the latitude for error, and the pressure of being right is decreased. On the other hand, an organization which is unhealthy can not afford error in decision making and timing is even more important.

#### 8. Psyche/Status

Because of the increasing democratic class structure of the American office, many management aspirants have the mistaken idea that status is an extremely minor incentive for executives. In actual fact, executives love it, and they have no pious reluctance to admit the fact [Ref. 26: pg 66-67].

Leshko and Vosseteig designed questions to display the reward needs of executives in the private sectors. Their hypotheses were designed to depict that executives have high reward needs other than money, and successful executives tend to feel satisfied doing things that need to be done.

The literature tends to support the aforementioned hypotheses. When the subject of salaries was studied, the

key issue was not the absolute salary, but its relative size after taxes. There was no evidence that the salary had a profound effect on how hard an executive worked.

So what drives a successful executive to work so hard? The authors' search revealed five characteristics or drives most often identified as the reasons executives work so hard: self-expression, sense of contribution, responsibility, prestige and fear.

The executive is so involved in his work that he cannot distinguish between work and play, and derive a satisfaction from doing it.

In the military, the authors contend that money is not an issue for the top military decision maker. Obviously some would prefer to make more, but other motives retain the individual in the organization, many of which were mentioned in the preceding paragraph.

#### 9. Job Security

Leshko and Vosseteig tested one question upon the hypothesis that successful executives fear that the more time they are away from the job, the more their jobs are jeopardized.

Preoccupation with security is a form of fear, and worries about security can take on different forms. It is felt that today, the executive or the military elite, are not worried about losing their jobs. There are, to a certain

degree built-in restrictions against this. On the other hand, the fear of being pigeonholed or being overlooked exists. They are concerned with slipping within the organization or being passed over. If this is true, then rarely does the executive feel secure.

The authors maintain this is true in the military, probably to a greater degree.

#### 10. Mobility

Many executives believe that mobility is desirable and essential for success. For some it has become synonymous with success, but if you ask a mobile executive what he gets out of moving so often, you are likely to get a laundry list of payoffs, many of them intangible and unique [Ref. 27: pg 36].

What causes this mobility? Some believe executives change jobs both within a particular firm and within industry due to critical turning points in their career strategy [Ref. 25: pg 453-455]. The general career strategy is advancement through the hierarchical system and many believe the only way to obtain it is through mobility. Leshko and Vosseteig designed seven questions to measure executive mobility.

To the extent that mobility is an instrument, organizations will have to contend with some managers who are unwilling to stay put very long. This is not an issue of

poor job design or bad management, but rather of realizing that some managers will want to climb the career ladder as quickly as possible just because it is there [Ref. 27: pg 38].

It is impossible to deny that to reach the top one has to move. Most executive careers are proof of that. In the military the movement is greater. "When one looks back over the road traveled by top military officers, one of the things that stands out is how fast the candidate for the top positions must move if he is to come up through the ranks of a large organization and arrive equipped with a sufficient range of experience, and at an age when he will have sufficient time and vitality left to do the job. The bigger the organization, like the Army, and the more diversified, the faster he must move." [Ref. 14: pg 16] This places a premium upon early discovery.

#### 11. Reaction to Conflict

Reaction to conflict was tested by Rowe, Rudeen and Wenke on private sector executives. Their questions were based on the assumption that executives know their strengths and weaknesses, feel strongly about role ambiguity, maintain control of conflict situations, and when forced to choose between competing alternatives in a conflict situation, often involuntarily use direct authority to resolve the conflict.

Conflict is the term used to describe behavior in which two or more persons or organizational units are in

opposition as a result of perceived deprivation from actual or potential benefits through activities shared with other persons or groups. Conflict among groups or organizational units has its base in the presence of competing objectives, methods, and philosophies, or missions, and in associated desires for the maintenance of jurisdictions and other controls. Conflict arises when domains are established and expanded, or when they are defended against erosion or attack. Conflict is present in the struggle between the status quo and the forces of change. It is usually not directly or simply caused for its own sake; it emerges when conditions are created which affect the perceptions and motivations of organization members so as to generate dissatisfaction or anxiety on the part of organization members [Ref. 28: pg 24].

The authors found that ways of facing or reducing conflict vary, depending upon the source or context.

One alternative in a conflict situation is withdrawal, or a kind of strategic retreat. However, some conflicts do not permit retrograde. Another way would be to overcome conflict through the use of power, persuasiveness, and authority, but it can be unpleasant for the loser. Conflict can be resolved through the use of a third party. Blake, Shepard, and Mouton suggest these conflict resolution approaches. First, where the parties see the possibilities for eventful agreement, and where they are both skilled at gamesmanship and the use of straightforward strategies well

understood by both sides, peaceful coexistence can occur. The second approach is through compromise, bargaining and splitting the difference. This is a common approach to conflict. Lastly, is that of problem solving in a conflict resolution technique [Ref. 29: pg 122-145].

It is felt by the authors that at this point something should be said about an executive's or top military decision maker's ability to avoid conflict. It is felt that successful leaders go to great efforts to create harmony within an organization, and try to reduce those things which are incompatible or in conflict with the goal which it is trying to achieve. When conflict does arise, successful executives take that action which will force direction back to the goal of the organization.

It is felt that in the military the approach to conflict resolution most often used by the top is through power, persuasion, and authority.

## 12. Courage to Commit Resources

As long as chance, change, and competition play a significant part in economic organization, the executive must think in terms of risk involved and act accordingly [Ref. 24: pg 53].

Executives respond differently, especially in states of nature involving subjective probabilities and uncertainty. Much relies on the individual's perception of problems and the identification and assessment of alternatives.



Questions tested by Rowe, Rudeen and Wenke were designed to show an executive's ability or courage in committing resources under varying degrees of risk or uncertainty. The questions were based upon the hypotheses that executives are willing to make decisions under risk or uncertainty and live with the results, are ready and willing to take risk to achieve organizationally-valued goals, and welcome change and make many authorization decisions on an ad hoc basis.

Drucker contends that to try to eliminate risk is harmful. The bigger the executive's job, the greater the risk he/she should be taking. The idea is not to try to eliminate risk, but to take the right risk [Ref. 30: pg 75].

The authors agree with the aforementioned hypotheses, however, it is felt that in the military the higher the level of the decision, the more intangible the decision and therefore, the more risk is involved.

### 13. Intuition

Webster's dictionary defines intuition as immediate apprehension or cognition; power of knowing or the knowledge obtained without recourse to inference or reasoning; insight; familiarity; and quick or ready apprehension. Rowe, Rudeen and Wenke tested the hypothesis that successful executives often make decisions intuitively.

Much of the mental activity involved in executive experience is analytical. There is a need, however, for

synthesis which goes beyond the mere putting together of the product of analysis bit by bit. This means that some fervor, warmth of perception, intuitive groping, imaginative insight, disregard of conventional restraint, and insatiable search for understanding the creative artist must be present in executive behavior if achievement is to rise above the commonplace [Ref. 24: pg 329].

The school of empiricism insists that all knowledge is derived from experience and that sensory criteria are the ultimate test of truth. The authors believe that intuitive decisions are based on experience, and that the successful executive has the ability to subconsciously recall that experience. To himself and an observer the decision is based on a hunch, or no evidence of the decision making process. It is agreed that top military decision makers will often appear to be making decisions intuitively.

#### 14. Innovativeness

Leshko and Vosseteig tested the ability of successful executives to institute change in organizations and cause the organization to adopt new technology. Much of the literature reviewed focuses on the executive's resistance to change. Very little has been written on innovation as an attitude and practice, especially the executive with innovative attitudes and practices.

Drucker contends that top management is the major drive for innovation in an organization. Executives use ideas of the organization as a stimulus to their own vision, and then they work to make ideas a concern of the entire organization. They fashion thought and work on the new into both organizational energy and entrepreneurial discipline [Ref. 19: pg 158].

Resistance to change is fear of the unknown. The successful executive sees the unknown as an opportunity, and is willing to accept the risk involved.

The authors maintain that today's top military decision makers display a high degree of innovativeness. This can be seen through the rapid changes in military technology and the sociological changes which have taken place over the last two decades.

#### D. LEADERSHIP LITERATURE

It is felt by the authors that any research dealing with military decision making would be incomplete if we did not review the literature in the area of leadership. What is leadership, what are the various theories concerning leadership and does this all apply to the military and its officers? Military officers are in a way unique from their civilian counterparts in the area of leadership. According to military manuals and other military literature, officers are assumed to be leaders the moment they are commissioned as officers

[Ref. 31: pg 5]. With this in mind, though, it is still widely believed that the manifestation of leadership in one set of circumstances, i.e., the Army, gives a guarantee of leadership skills readily adaptable to other circumstances. The authors believe this is not always the case.

The emphasis on leadership as a topic for research in organizational behavior has been justified by a belief that leadership was important in organizational functioning and that if theories of leadership could be developed, the selection and training of leaders would be improved, with a consequent increase in organization effectiveness. Systematic studies of leadership traits within military men were originated by American military psychologists in World War II (United States Army, Adjutant General's Office, 1919). Techniques for studying the emergence of leadership in unstructured experimental groups were developed by German military psychologists in World War II (Ansbacher, 1942). Adaptations and refinements of the German methods were utilized in officer selection by military psychologists in the United States (Office of Strategic Services, 1948), England (Harris, 1949), and Australia (Gibb, 1947, Knowles, 1963). The emergence of two major but radically different methodologies for the study of leadership is associated with the problem of selecting military personnel in two different wars [Ref. 8: pg 203].

What is leadership? There are probably as many definitions of this term as there are men who have studied it. Within the Army, Field Manual 22-100 defines leadership as the art of gaining influence with others without the exercise of physical force or reliance on authority. It is also stated another way in the manual as the ability to cause others to willingly accept specified goals as their own and to work wholeheartedly for the achievement of those goals [Ref. 32: pg i]. Our thesis co-advisor, Professor McGonigal, views leadership as no more than "the application of common sense and a compassion for people." [McGonigal, 1981] A definition which the authors feel is one of the best is that of Pigor:

Leadership is a concept applied to the personality-environment relation to describe the situation when a personality is so placed in the environment that he will, feeling and insight direct and control others in the pursuit of a common cause. [Ref. 33: pg 12]

In spite of the voluminous research on leadership, the definition and the dimensions of the concept remain uncertain. One cannot say unquestionably which definition is right or which is wrong, for they all have merit. What can be said about leadership is that it is something very intangible, hard to measure and difficult to describe.

The search for a theory concerning leadership, if such can be said to exist, has covered many aspects on the subject and produced a bewildering mass of findings. The

authors agree with Gibb, along with others though, that basic theories of leadership can be classified historically into three categories, the unitary theory, the traits theory and the interaction theory [Ref. 7: pg 267]. Not intending to be repetitive from previous sections, the unitary theory applies to those studies that researched leadership using the great man approach. The hope was to find that peculiarity which all leaders possessed regardless of the situation or geographical location of the leader. It was felt that some quality differentiated the leader from his followers and all one needed to do was to locate and isolate these qualities. Most of the studies were carried out by looking into hereditary backgrounds of great men or by observing the qualities of those able to lead a mass of people. It should be quite obvious that no unitary trait or quality has been found which could be applied to leaders across the board.

The next approach, the traits theory, actually arose from the unitary theory. The belief here was that there did indeed exist a trait, state, or attribute of the leader, or perhaps a set of such traits, which could identify individuals who would become good leaders [Ref. 34: pg 93]. The pattern may be considered to vary from the leader in one situation to a leader in another but the basis of leadership was still to be found in the personality [Ref. 7: pg 267]. What could be concluded from such studies was that personality traits, when considered singularly, held little predictive significance

but when groups of characteristics were combined they tended to be helpful in differentiating leaders from followers and effective from ineffective leaders. It was also discovered that just because an individual has the necessary traits does not mean that he will lead and that a leader in one situation may not be the leader given another situation. Perhaps a quote from Stogdill can best be used to sum of the studies concerning the trait theory and lead us into the next approach:

A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers. Thus leadership must be conceived in terms of the interaction of variables which are in constant flux and change. The factor of change is especially characteristic of the situation. It becomes clear that an adequate analysis of leadership involves not only a study of leaders, but also of situations. [Ref. 8: pg 64]

Stodgill's statement plus additional research demonstrated the strong effects of situational factors on leadership phenomena. The interactional theory or approach to leadership recognizes the importance of both situational and personal determinants of leadership [Ref. 34: pg 94]. In addition, though, the interaction theory includes other variables such as the followers with their attitudes, needs and problems, the group itself, as regards both structure of interpersonal relations and syntality characteristics. Furthermore, the theory takes into account those studies that

look into the perception of the leader by others as well as himself along with the leader's perception of others and the shared understanding by all of the group and situation [Ref. 8: pg 268]. Blake and Mouton's managerial grid, Fielder's contingency model, McGregor's theory X and theory Y and others would all fall under the interaction theory. The authors believe that the interaction theory is essential in any study in leadership. Leadership is an interaction happening and this theory should be utilized as its framework. In general, it could be said that leadership is a function of personality and the situation one may find himself in and the interaction between the two [Ref. 8: pg 273].

The preceding literature review was not intended to be all-encompassing but was only to provide the reader with an overview of those theories concerning the study of leadership. Leadership theories have progressed from those looking at traits among great men to those of present time that view leadership as an interaction phenomenon in which one must consider many features. Not only must we view the action of the leader but also those of the followers and how they all can adjust and change in accordance with the situation.



### III. METHODOLOGY

#### A. BACKGROUND

##### 1. Why

Previous research by Leshko and Vosseteig (1975) along with further research conducted by Rowe, Rudeen, and Wenke (1976) provide the foundation for this study. The 1975 study (An Approach to the Identification of the Potential Executive) concluded that executive performance may be studied utilizing the situational approach, while the 1976 study (Executive Selection: A Method for Identifying the Potential Executive) concluded that situational stimuli in the form of a questionnaire can be employed to identify potential executives. The authors could find no evidence of a study of this nature being aimed at top military decision makers. With this as background and after collaboration with our thesis advisors, the authors felt a desire to examine the use of the previously tested instrument among active duty military personnel. We felt that not only would a test of the instrument within a military environment prove beneficial, but also that the military responses we received could then be compared to the civilian responses previously analyzed. Since both authors are currently in the military, it was thought that this comparison would be personally interesting as well as beneficial to the study of leadership in organizations.

## 2. Test Instrument Capacity Indicators and Associated Hypothesis

The test instrument was designed to measure top military decision maker (07 and above) capacity indicators utilizing the situational response method. The data gathering document is included as Appendix A.

The questions in all sections of the instrument were designed to test how an individual would respond to situational stimuli; and, as such, are indicators of capacity. Sections I and II were designed by Leshko and Vosseteig (1975), while Section III was designed by Rowe, Rudeen and Wenke (1976).

The following provide the question numbers along with the hypothesis upon which the questions were founded for each capacity indicator.

### a. Desire for Power

Questions 58 and 60-65 were designed to display the individual's desire for power. The questions were developed to evaluate the respondent's use of power in the decision making process.

Question 58.     A. I feel that accepted plans should generally represent the ideas of my subordinates.

OR B. I expect subordinates to carry out plans I have prepared.

Question 60.     A. I believe that firm discipline is a most important element to keep work moving.

OR B. Firm discipline should only be enforced occasionally, because it often does more harm than good.

- Question 61.     A.   I am constantly concerned with high standards of performance and encourage subordinates to reach these standards.
- OR   B.   When a subordinate fails to perform I let him know of the failure in a firm and reasoned manner.
- Question 62.     A.   I think that subordinates should be able to overcome difficulties in the way of achievement themselves.
- OR   B.   When alternatives are described to me I am not long in indicating the course of action I prefer.
- Question 63.     A.   When I make a decision, I take the additional step of persuading my subordinates to accept it.
- OR   B.   I believe that subordinates should not be too discouraged by setbacks in the job, but rather should be able to clear blockages themselves.
- Question 64.     A.   In the long run, I will fire a man I consider to be unmanageable.
- OR   B.   I discourage arguments which upset the harmony amongst subordinates.
- Question 65.     A.   I reward good work and feel that punishment for non-performance has limited use.
- OR   B.   When I discipline a subordinate I am definite in letting him know what has done wrong.

Hypothesis:   The desire for power becomes increasingly important with increasing success; but is used less consciously at the top of the organizational hierarchy [Ref. 35: pg 153].

b.   Rewarding Family Life

Questions 12, 13, and 43 in the instrument are intended to show the capacity for effective family relations.

Question 12. Select the most appropriate situation that describes your marital status.

- (1) Divorced (2) Divorced and remarried
- (3) Married (4) Single
- (5) Widow/Widower.

Question 13. How many times have you been married?

Hypothesis: Questions 12 and 13 are based upon the hypothesis that successful executives have high divorce rates [Refs. 36: pg 58-66; 37: pg 120, 122, 159-160, 170-172, 279; 38: pg 122-123].

Question 43. As you reflect on your career, judge the present, and postulate about the future regarding the relationship with your family, family responsibilities and demands of your present position, how would you best describe the way in which the relationship exists or developed?

- A. Family responsibilities were/are not neglected since a mutual bond of understanding developed as you proceeded through your career, wherein the family was/is supportive of your professional goals?
- B. Your family has/did not place you in a position wherein you had to choose between family or professional goals.
- C. Family obligations occasionally have taken a secondary position if your professional goals and requirements of your job were to be attained. However, you attempted to make it up to the family whenever the occasion(s) allowed.
- D. You attempted to make a compromise decision between family and job, but rarely sacrificed the family.
- E. Sometimes, demands of the job, i.e., time sensitive issues, demanded that you put more hours on the job than you would like.

Hypothesis: Question 43 is founded upon the hypothesis that successful executives acknowledge family responsibility and work toward fulfilling it [Ref. 39: pg 162].

c. Ability under Stress

Questions 48, 53, and 57 in the instrument were designed to display an individual's ability to make decisions under stressful conditions characterized by personal strain, tension or pressure in varying intensities.

Question 48. You have decided to fire an officer who is a personal friend. Which best describes what you would do?

- A. Discuss the matter with him over the telephone.
- B. Delegate the act of termination to someone else.
- C. Delay notification until an opportune time.
- D. Write a memo specifying the termination and its reasons.
- E. Discuss the matter with him directly.

Hypothesis: Question 48 is based upon the assumption that successful executives openly deal with stress [Refs. 40: pg 272; 41: pg 183-185].

Question 53. Indicate the one best description of your actions while working under tight time constraints for a considerable period.

- A. You delegate part of your tasks.
- B. You continually seek additional tasks to be performed.
- C. You set aside part of the work for another time.

- D. You set up a priority for the tasks, then follow the priority.
- E. You are still open to ideas for additional tasks.

Hypothesis: Question 53 is founded upon the hypothesis that successful executives have developed a means of working under pressure [Refs. 42: pg 278; 43: pg 632-638].

Question 57. You and several others have been competing for a top military position, which you highly desired and confidently expected to receive. You were just informed that a young "tiger" has been selected for the position, and you consider him to be less competent than you. You have received a memo from the retiring individual in this position to bring the new officer up to speed. What would you do?

- A. Resign.
- B. Give token conformance and let the new officer meet the challenge on his own.
- C. Accept the assignment.
- D. Take time off to think about the situation.
- E. Accept the assignment, while looking for a position in another organization.

Hypothesis: Question 57 tests the hypothesis that successful executives do not resist organizationally desired change; and are calm and stable amidst stress [Refs. 44: pg 29; 40: pg 272].

d. Ability to Manage Time

Questions 36-38 in the instrument are intended to show the capacity of executives to use their time effectively.

Question 36. How do you feel about the time you have to do your work?

- A. Have time for everything without feeling pushed.

- B. Wish you had a little more time to plan and to think.
- C. Necessary to keep pushing to get everything done.
- D. Very hard to do what is expected of you in the time available.
- E. Never seem to have enough time to do everything.

Hypothesis: Question 36 is based upon the hypothesis that successful executives utilize time efficiently and are able to make time available [Refs. 39: pg 155-165; 45: pg 52].

Question 37. With respect to the amount of time you spend at "work":

- A. You do not view your position as having fixed working hours.
- B. You consider yourself as a professional that will give whatever amount of time is required, at the time, to accomplish the present undertaking.
- C. As a general rule, you accomplish at least as much or more work outside the office than while working at the office.
- D. You simply feel that working hours are for "others" and you give whatever time is required to accomplish a task and work at it until it is completed.
- E. You try not to allow your outside personal interests to cause you to mismanage your time.

Question 38. Of the situations given, which of these best describes your work routine?

- A. You have time in your daily routine to spend time on the unexpected.
- B. As a general rule, your daily schedule is very heavy.

- C. If it were not for your subordinates taking up a good part of your time, you would have more than enough time to expand your involvement in the organization.
- D. You have no difficulty with the management of your time since you set a fixed and precise daily schedule, allowing time for your seniors, subordinates, and whatever is left belongs to you.
- E. You are concerned with the amount of time you have to spend at the office, because you feel your superiors interpret this as an indicator of your ineffectiveness.

Hypothesis: Questions 37 and 38 are founded upon the hypothesis that successful executives have high energy levels, do not consider themselves as having regular working hours, and use their time to great advantage [Refs. 46: pg 88-89; 47: pg 31-37].

e. Communicative Ability

Questions 22-24 and 31-32 in the instrument are intended to show the effective use of communication.

Question 22. Indicate the number of work-related organizations to which you hold current membership, i.e., U.U.S.A., Airborne Association, ...

- A. 0
- B. 1-2
- C. 3-4
- D. 5-6
- E. More than the above

Hypothesis: Question 22 is based upon the hypothesis that successful executives are better informed and expand their levels of interest beyond the local environment [Ref. 48: pg 34].

Question 23: How many new friends have you made in the past year?

- A. No need to make new friends.
- B. 1-2



- C. 3-5
- D. 6 or more.
- E. Cannot remember exactly.

Hypothesis: Question 23 is founded upon the hypothesis that successful executives are extroverts and gregarious individuals [Ref. 48: pg 33-34].

Question 24. On the average, how many people to you see daily?  
(Excluding your immediate staff.)

- A. 0-4
- B. 5-8
- C. 9-12
- D. 12-16
- E. 16 or more

Hypothesis: Question 24 is based upon the hypothesis that executives interact with more people and are exposed to more new ideas than non-successful people [Ref. 49: pg 307, 320-338].

Question 31. When information concerning major decisions are made, you:

- A. Recognize, among other things, that upward communications have little or no value to the management of the organization.
- B. Acknowledge that an important decision about decisions is when to communicate them, if at all.
- C. Insist that a decision is communicated in a language that will not antagonize its receptiveness.
- D. Recognize that some restrictions may improve organizational effectiveness.
- E. Insist that every decision be communicated in a language that leaves no doubt to the intent or spirit of the decision.

Hypothesis: Question 31 is founded upon the hypothesis that a successful executive is an effective communicator, because he realizes the importance of the timing of and strategy of communicating a decision [Refs. 50: pg 536-555; 49: pg 296-316].

Question 32. Indicate the total number of journals, magazines, and newspapers which you regularly read.

- A. 1-2
- B. 3-4
- C. 5-6
- D. 7-8
- E. 9 or more

Hypothesis: Question 32 is founded upon the hypothesis that executives are well read, and professionally current (sic) through consumption of mass media [Ref. 48: pg 22-24].

f. Health

Question 47 in the instrument is to display the executive's belief in his state of health.

Question 47. How good is your health?

- A. Poor -- need rest and/or medical treatment to attack the rigorous daily business activity.
- B. Based upon your judgment and substantiated by your physician's evaluation, you are in good health for your age.
- C. Based upon your judgment and supported by your physician's evaluation, you are in better health than others of your age.
- D. Fair -- you recognize the need to keep yourself physically toned up, but your demanding schedule has precluded you from adhering to a set exercise schedule.

- E. Perfect -- can drive hard on any job, night or day.

Hypothesis: The question was based upon the hypothesis that successful executives are concerned about their state of health, and attempt to stay healthy [Ref. 51: pg 123].

g. Decision Making Capabilities

Questions 25, 39, 40, 41, and 42 in the instrument are intended to show the capacity for making effective decisions.

Question 25. Which of the following best describes what you usually do in making important decisions?

- A. Make the decision and inform your boss later.
- B. Make the decision as if it were a routine matter.
- C. Put the problem up to those affected by the decision.
- D. Decision-making is not my responsibility.
- E. Take time to check with your boss.

Hypothesis: Question 25 is based upon the hypothesis that successful executives are more concerned with solving the problem at hand than about the decision making process [Ref. 25: pg 270-271].

Question 39. You are about to propose a new policy which you feel is good for the organization. You intuitively believe, however, that you will have difficulty convincing certain segments of the organization. You are further aware that unless you receive almost across-the-board concurrence, it will be difficult to convince your boss to implement the policy. How would you go about "seeing to it" that your policy is accepted?

- A. Work around the opposition, by going directly to your superiors and attempt to convince them of the need for your proposed policy.

- B. Determine who your supporters are and seek their assistance to favorably impress the opposition.
- C. Specifically, identify those individuals who are opposed and attempt to convince them individually.
- D. Ignore the opposition and continue with your new policy changes.
- E. Postpone introduction of the policy change and wait for better timing.

Hypothesis: Question 39 is founded upon the hypothesis that a successful executive is a strategist and uses his knowledge of people for mutual benefit of all concerned [Ref. 25: pg 450-455].

Question 40. As a decision-maker:

- A. You accept success and failure equally.
- B. When you have failed, you have accepted the consequences and continue on as before.
- C. When you fail, you accept the consequences and will analyze the causative factors thereto. Such a setback will not deter your future efforts.
- D. Your aim is to always succeed no matter what procedures or methods must be employed to accomplish your objectives.
- E. You are successful because you thoroughly investigate the parameters surrounding the decision about to be made.

Hypothesis: Question 40 is based upon the hypothesis that executives have deep feelings of satisfaction directly related to accomplishment and achievement [Refs. 25: pg 39; 52: pg 47-57].

Question 41. Assume that you are considering an offer for an extremely important and visible project. However, you consider the best among them to be a "maverick" with respect to his management/ leadership style. If you decide on selecting the "maverick" would you:

- A. Insist that his management/leadership style conform to present organization policies?
- B. Modify the organization to adjust to his management/leadership style?
- C. Prefer to allow him to operate as he pleases so long as his performance results are highly satisfactory?
- D. Prefer to allow him to operate within his style, but at the appropriate time tactfully remind him that the organization policies are sound and will prove beneficial to him in the long run?
- E. You would not select the "maverick."

Hypothesis: Question 41 is founded upon the hypothesis that executives have a unique ability to pick people for situational needs [Ref. 53: pg 115-122].

Question 42. If you have just been promoted two levels above your present position, you would function at this new level:

- A. By proceeding cautiously before making decisions.
- B. By waiting to gain confidence and with additional experience make decisions faster than when initially assigned.
- C. With no delay in decision-making because earlier training and experience adequately prepared you for this increased responsibility.
- D. Because in the past when assigned to a new or unfamiliar area, you had no difficulty in commanding the new job and therefore would anticipate no delay in decision-making now.
- E. By growing into the job gradually because of the scope of the position.

Hypothesis: Question 42 is based upon the hypothesis that executives will quickly adapt to new environmental responsibilities and only minor delays in decisions will occur [Ref. 54: pg 50-59, 63-67].

h. Psyche/Status

Questions 33-35 and 44 of the instrument are designed to exhibit the reward needs of the individual.

Question 33. Would you work at your present job for a lesser salary?

- A. Yes
- B. No

Question 34. If Yes, by how much less?

- A. \$ 2,000
- B. 5,000
- C. 10,000
- D. \$15,000
- E. 20,000

Question 35. If No, why not?

- A. Money is very important to you.
- B. You are worth what you are being paid.
- C. For your unique skills, you will not work for less than your present salary.
- D. Money is not a direct concern to you, but it is important to your family.
- E. Present earning power is necessary to provide a portfolio for future security.

Hypothesis: Questions 33-35 are based upon the hypothesis that successful executives have high reward needs, other than money [Ref. 39: pg 159-160].

Question 44. In a position that you feel is not exactly what you want:

- A. You do whatever is required and receive what you believe to be only minimal personal or professional satisfaction from the results of your efforts.

- B. You consider the results of your efforts to be negligible and, in fact, believe your efforts to be "dog work."
- C. You consider your efforts to be professionally and personally rewarding even though you are not completely happy with your present position.
- D. You have, in retrospect, almost always derived personal satisfaction from your job regardless of your personal feelings toward the assignments.
- E. You do what is required, knowing or hoping that the present assignment or occupation is only a means to an end.

Hypothesis: Question 44 is based upon the hypothesis that successful executives tend to feel satisfied doing things that have to be done [Ref. 25: pg. 96, 110].

i. Job Security

Question 46 of the instrument is to display the fear of losing one's position.

Question 46. When you take leave:

- A. You find it is most beneficial to take one long leave as opposed to several short leaves.
- B. You fit your leave schedule into what the organization will allow you to take.
- C. You find it best to schedule your leave with the needs and desires of your family.
- D. You do not take long leaves (more than two weeks) because you recognize that you will have to work twice as hard to catch up on your work when you return.
- E. You take leaves only for reasons of health.

Hypothesis: The question is founded upon the hypothesis that successful executives fear that the more time

they are away from the job, the more their jobs are jeopardized [Ref. 39: pg 77].

j. Mobility

Questions 9, 16, 17, 19, 20, 21, and 45 of the instrument are intended to show executive development.

Question 9. Length of time with present organization? (YEARS)

Question 16. How many times have you relocated in your career thus far?

- |           |             |
|-----------|-------------|
| (1) 0-5   | (4) 15-20   |
| (2) 5-10  | (5) Over 20 |
| (3) 10-15 |             |

Question 17. How long have you been in the Military? (YEARS)

Hypothesis: Questions 9, 16, and 17 are based upon the hypothesis that successful executives move around as they move upward [Ref. 46: pg 8].

Question 19. Have you changed your religious preference?

- |         |        |
|---------|--------|
| (1) Yes | (2) No |
|---------|--------|

Question 20. If yes, how many times?

Hypothesis: Questions 19 and 20 are based upon the hypothesis that successful executives change their religious denomination as they ascend the corporate ladder [Refs. 39: pg 405-422; 38: pg 46-49; 37: pg 194-206].

Question 21. What is/was your father's occupation? If deceased or retired, please indicate last occupation. \_\_\_\_\_

Hypothesis: Question 21 is founded upon the hypothesis that successful executives who are children of proven executives have a higher incidence of becoming successful executives themselves [Ref. 46: pg 6-9].



Question 45. You accept a specific assignment:

- A. Thinking or knowing that it would be only a temporary assignment, carrying with it a promise or possibility that a better position would be available in a reasonable time.
- B. Realizing that it was exactly what you wanted to do and had no desire for higher levels of aspiration.
- C. Because of your specific or unique skills that were desired by the organization, who was willing to award you commensurate with your proven abilities.
- D. Because of your unique skills that were desired by the organization but you also set your remuneration specific demands.
- E. Because there were no other positions available or opportunities that suited you.

Hypothesis: Question 45 is founded upon the hypothesis that successful executives are sought after and set their own salary schedule [Refs. 50: pg 417-436; 54: pg 96].

k. Reaction to Conflict

Questions 49, 50 and 56 were designed to exhibit the individual's ability to handle conflict situations.

Question 49. Select the one situation which causes you the most conflict:

- A. Your family accuses you of being married to your job, and demands more time with you.
- B. You have been directed to reorganize your activity to a mode you objected to in the past.
- C. Your organization expects you to violate your personal ethics.

- D. Your subordinate directly countermands your directions, however, his actions have led to increased effectiveness.
- E. You have a difference of opinion with your next higher command on the goals and objectives of the organization you head.

Hypothesis: Question 49 is based on the assumption that executives know their strengths and weaknesses and feel strongly about role ambiguity [Refs. 55: pg 217; 40: pg 273].

Question 50. Your staff of ten members disagrees with you on an issue in which you strongly believe. What is the highest level of opposition that you would tolerate before yielding to the staff?

	<u>FOR</u>		<u>AGAINST</u>
A.	0	-	10
B.	2	-	8
C.	3	-	7
D.	4	-	6
E.	5	-	5

F. Would not yield no matter what the opposition.

Hypothesis: Question 50 is based upon the hypothesis that successful executives maintain control of conflicting situations [Refs. 44: pg 29; 41: pg 186].

Question 56. It has been brought to your attention that two of your key people have had a fight. The conflict continues to adversely affect the performance of their departments. What would you do?

- A. Attempt to resolve the issue with each individual separately.
- B. Do not get involved; let them resolve the issue themselves.
- C. Call a conference to identify issues and resolve differences.

D. Direct them to drop the issue and get on with business.

E. Listen to the case, make judgment, and take appropriate action.

Hypothesis: Question 56 is founded upon the hypothesis that successful executives, when forced to choose between competing alternatives in a conflict situation, often involuntarily use direct authority to resolve the conflict [Refs. 20: pg 60; 56: pg 47-103].

1. Courage to Commit Resources

Questions 51, 52 and 55 were designed to show an individual's ability or courage in committing resources under varying degrees of risk or uncertainty.

Question 51. Assume that for some reason a very close friend is forced to leave the service. Some of the organizations that he has contacted are new and although their future success is uncertain, they offer potential salaries above that which he is now receiving. Indicate which company you would advise your friend to join.

	<u>CHANCES FOR COMPANY SUCCESS</u>	<u>PROSPECTIVE SALARY INCREASE</u>
A.	2 in 10	200%
B.	4 in 10	100%
C.	6 in 10	50%
D.	8 in 10	25%
E.	Survival Guaranteed	0%

Hypothesis: Question 51 is based upon the hypothesis that successful executives are willing to make decisions under risk and live with the results [Refs. 43: pg 637-635; 44: pg 31].

Question 52. You are project manager for a new weapon system. The time and political mood is right for procurement of this system but you know that another more advanced system is also being developed. There is a high probability that the political mood will shift before development of the new system. What do you do?

- A. Do more research before making a decision.
- B. Limit buying of new system until more is learned on advanced system.
- C. Pursue the more advanced system no further.
- D. Invest more effort in the more advanced system.
- E. Transfer the decision on what to do to your boss.

Hypothesis: Question 52 is founded upon the hypothesis that successful executives are ready and willing to take risks to achieve organizationally-valued goals [Ref. 57: pg 108].

Question 55. Imagine you manage a medium sized construction firm and recently learned of a new building material which is used extensively in Europe but has never been adopted in the United States. The building material appears to have several advantages in terms of substantial cost reduction, superior insulation qualities, and relative ease in construction as compared to its counterpart in the United States.

After a thorough investigation, one of your engineers obtained extensive and reliable information on the characteristics, costs, and advantages of the new material. Further, your company could easily obtain exclusive manufacturing rights for use in the United States.

Indicate which of the following would best describe your approach to the building material.

- A. Utilize the new idea in the firm's next major building project so as to take advantage of the substantial cost savings.

- B. Use the building material in one of the firm's small, local building projects so as to test its acceptance.
- C. Construct a non-commercial prototype.
- D. Engage the services of an independent consultant.
- E. Wait until the building material has received considerable commercial application in the United States.

Hypothesis: Question 55 is founded upon the hypothesis that successful executives welcome change and make many authorization decisions on an ad hoc basis [Refs. 20: pg 58; 56: pg 54].

m. Intuition

Question 54 was designed to point out an individual's capacity for making decisions intuitively.

Question 54. How frequently do you feel that you have been right when faced with making decisions which are not backed with factual material?

- A. Less than 50% of the time.
- B. 50 - 60% of the time.
- C. 60 - 70% of the time.
- D. 70 - 80% of the time.
- E. Greater than 80% of the time.

Hypothesis: Question 54 is founded upon the hypothesis that executives often make decisions intuitively [Refs. 58: pg 51; 20: pg 53].

n. Innovativeness

Questions 26-30 are designed to display the ability to institute change in an organization, and cause the organization to adopt new technology.

Question 26. Indicate which combination of words, when placed in the following sentence, would most accurately describe you:

You hear about new work-related developments  
\_\_\_\_\_ most of your colleagues.

- A. considerably before
- B. sooner than
- C. at about the same time as
- D. later than
- E. sometime after

Hypothesis: Question 26 is based upon the hypothesis that effective executives become aware of work-related developments before less competent ones [Ref. 48: pg 16].

Question 27. Indicate the frequency with which your subordinates, peers, and/or superiors came to you in the past month for work-related information which was not a function of your position.

- A. 1 - 3
- B. 4 - 7
- C. 8 - 11
- D. 12 - 16
- E. 17 or more

Hypothesis: Question 27 is based upon the hypothesis that successful executives are opinion leaders and that others have confidence in their judgment [Ref. 48: pg 19-21].

Question 28. In the past year, how many non-routine, work-related projects have been completed for which you supplied the original idea?

- A. 0
- B. 4 - 7

- C. 3 - 4
- D. 5 - 6
- E. 7 or more

Hypothesis: Question 28 is founded upon the hypothesis that successful executives are innovators, dynamic, and modify organizations to accommodate change [Ref. 48: pg 33].

Question 29. Which of the following do you tend to rely upon most heavily as a source of initial information for work-related projects and/or problems?

- A. Literature - books, manuals, dissertations, and other items which are not published on a regular basis.
- B. Vendors - representatives of, or documentation generated by suppliers or potential suppliers.
- C. Personal Experience - ideas which were previously used by yourself in similar situations and recalled directly by memory.
- D. Staff - selected members of your staff who are not assigned directly to the project being considered.
- E. External Sources - sources which do not fall into any one of the categories.

Hypothesis: Question 29 is based upon the hypothesis that the higher the executive is within the executive circles, the more he/she tends to rely on external sources [Ref. 49: pg 361-380].

### 3. Test Instrument Modification

The test instrument used in the two previous studies was designed for a civilian/government service executive. It was felt by the authors that changes needed to be made before the instrument could be distributed to our defined population. The changes made, though, were basically

cosmetic in nature, in that we did not want to destroy the spirit of the question being asked nor the capacity indicator it applied to.

After such changes were made the questionnaire was proofed by our co-advisors for correctness and applicability. It was felt that since the changes did not alter the original document to any great extent, a pre-test was unnecessary in that the instrument had already been administered to over 1,000 individuals.

#### B. DEFINED POPULATION

The study by Leshko and Vosseteig along with that of Rowe, Rudeen and Wenke solicited responses from top civilian corporation executives along with responses from upper end (GS-13 and above) government service employees. As mentioned previously, the instrument had not to date been administered to active duty military personnel. Due to a previous administrative decision concerning use of the instrument within the United States Navy Admiral population, this group of respondents was not considered. Also excluded, because of lack of information concerning availability of addresses, were the generals within the Air Force. The authors decided because of availability of needed information and our membership in this service branch, to direct the questionnaire to all active duty Army Generals along with those full Colonels who have been selected for a one-star promotion. It was



felt that this caliber of individual would closely correlate to those previously tested and would, therefore, add reliability for use of the document as a tool in measuring executive capacity and using a situational approach to do such.

The addresses of respondents were acquired from the document that was prepared by the General Officer Management Office, ODCSPER, U.S. Army, Washington, D.C.

### C. DATA GATHERING

#### 1. Mailing the Questionnaire

Every individual in the defined population was mailed a questionnaire packet. Included in the packet was a personalized typed letter, Appendix A, along with a return, pre-addressed envelope. A total of 495 questionnaire packets were mailed to the population's current duty station address. The mailing addresses were hand written on each envelope. This procedure was followed by the authors to give the instrument a more personalized touch and not have the packet appear to be another routine mail document. On 7 July 1981, a total of 126 envelopes were mailed and on 9 July 1981, the remainder, 369, were put into the postal system.

#### 2. Return of the Questionnaire

The next few pages give a synopsis of dates, numbers and percentages of questionnaires that were returned.

Included are graphic displays of this information which depict daily return rates, weekly returns and a percentage of returns by day. Of the 495 packets that were mailed a final total of 340 have been accounted for.

It is the authors' opinion that the 67% return rate of completed questionnaires was high. Our initial feeling was that due to the positions and caliber of the defined population the response rate would be less. Our thesis advisors, on the other hand, anticipated such a high return percentage.

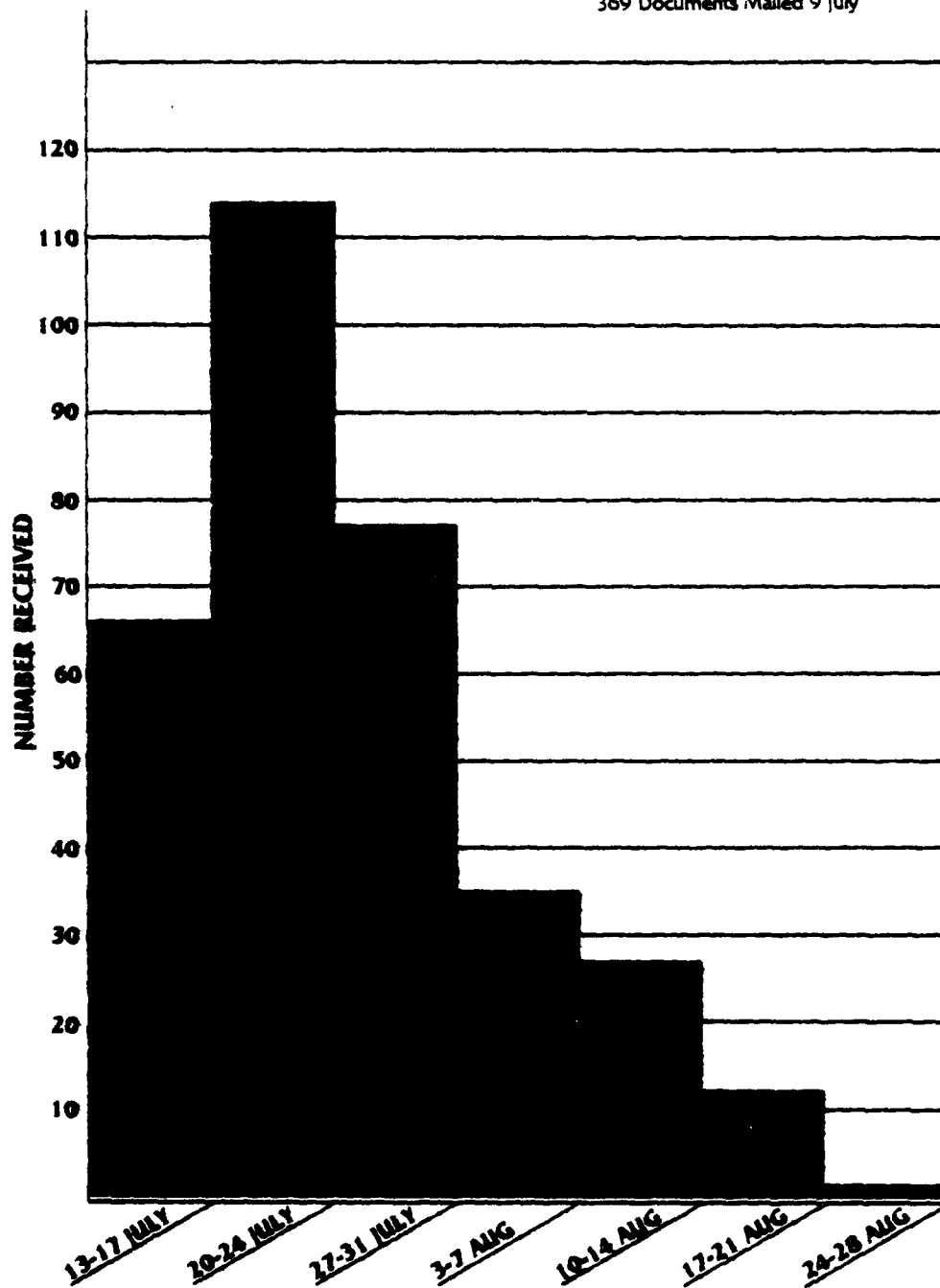
Several things can account for this high return rate. The authors spent a great deal of time debating what methods could be employed that would attract the attention of the defined population. The title Top Military Decision Making was decided on in conjunction with our thesis advisors as one which would grasp the attention of the would-be respondent as opposed to the previously used title. The color of the cover page along with the sketch was used strictly as an attention getting device. The fact that many questionnaires were returned with the cover removed would seem to indicate its attention getting effectiveness. This continues to indicate that the military tends to respond in greater percentages than do the civilian counterparts when presented with a data gathering document.

#### D. CODING OF THE INSTRUMENT

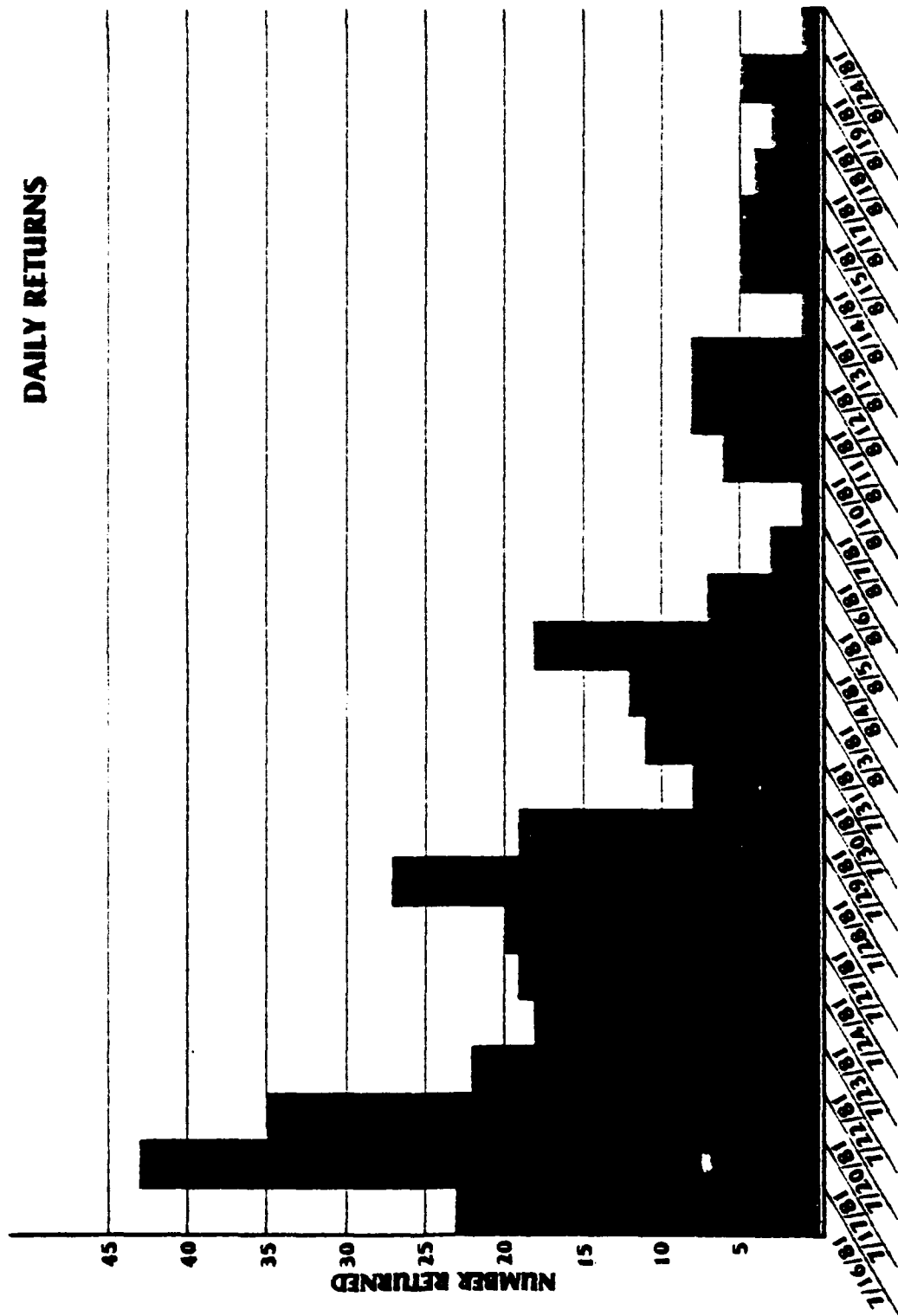
The documentation of the programming used by the authors was done utilizing the statistical package for the Social Sciences, SPSS. A summary of the coding used in this analysis is provided as Appendix B.

## WEEKLY RETURNS

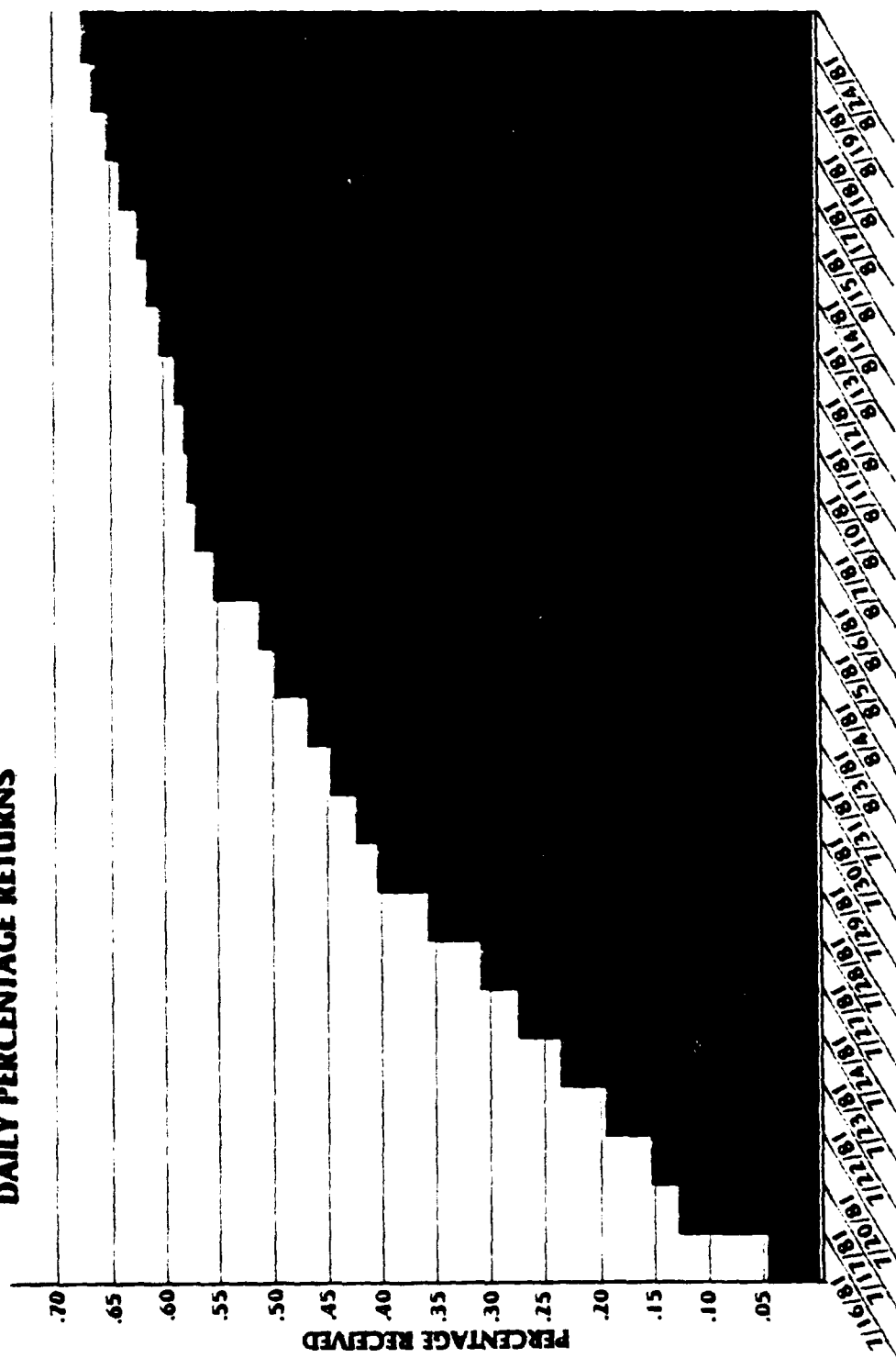
126 Documents Mailed 7 July  
369 Documents Mailed 9 July



# DAILY RETURNS



# DAILY PERCENTAGE RETURNS



#### IV. RESULTS AND ANALYSIS

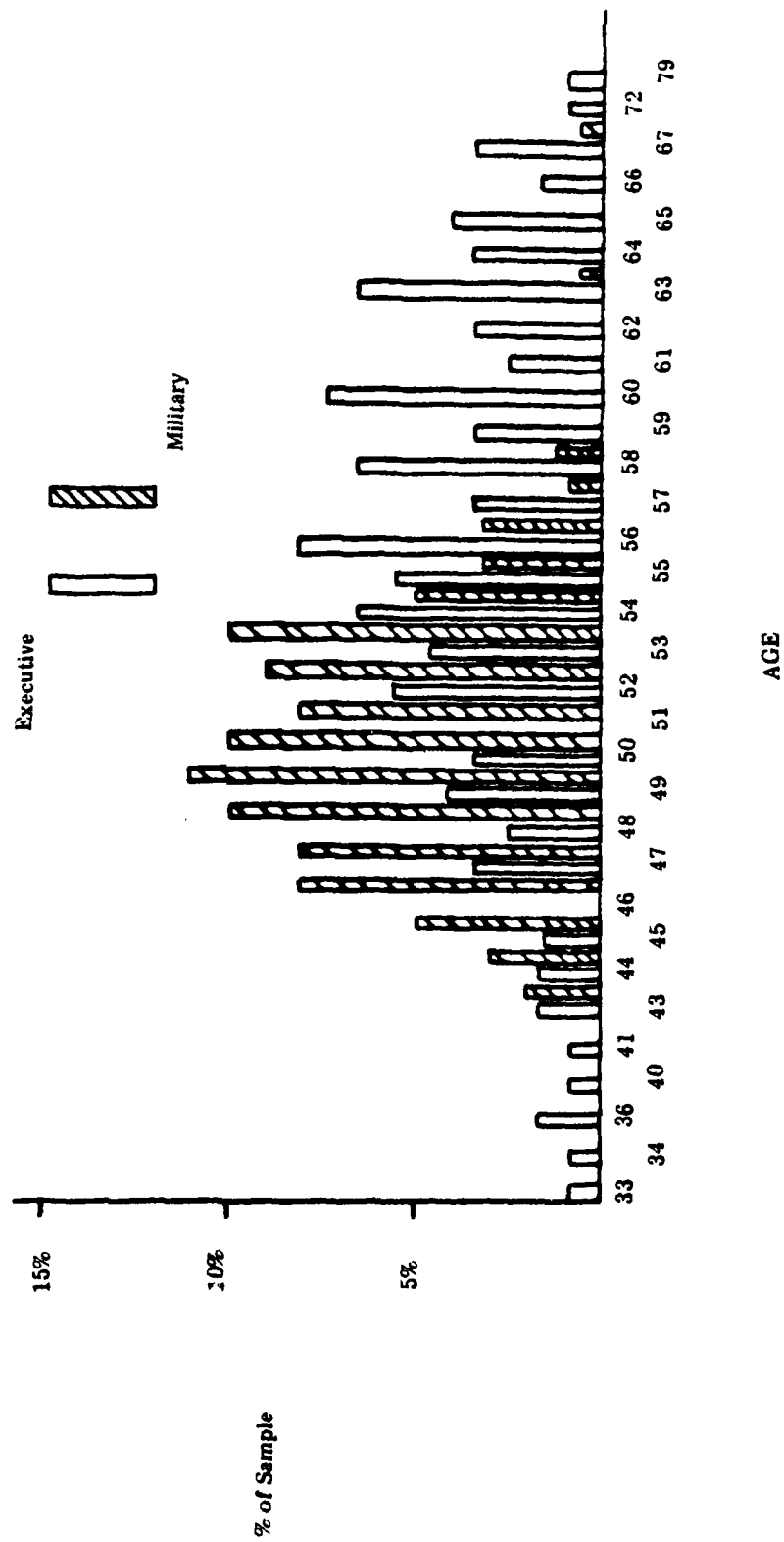
##### A. RESULTS

The final results of the survey with accompanying histograms which display how the defined population responded to each question are contained in Appendix E. The appendix presents an unaltered, unbiased condensed display of the data extracted from the questionnaire. This unbiased format will permit the viewer to interpret the data as he or she desires.

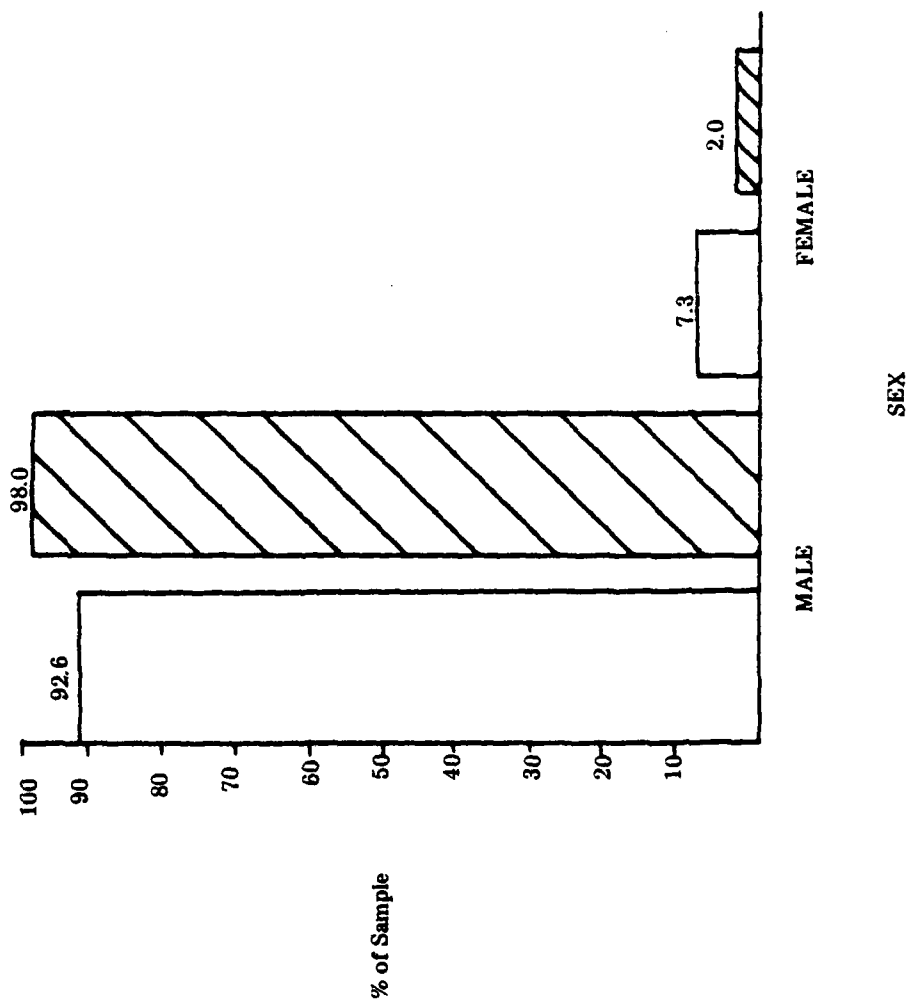
The raw data was processed using the SPSS routine within the IBM 3033AP, System 370 computer at the Naval Postgraduate School. A hard copy, in punch card form, was also produced of the results and will be maintained by Professor Creighton and NPS should further research be desired.

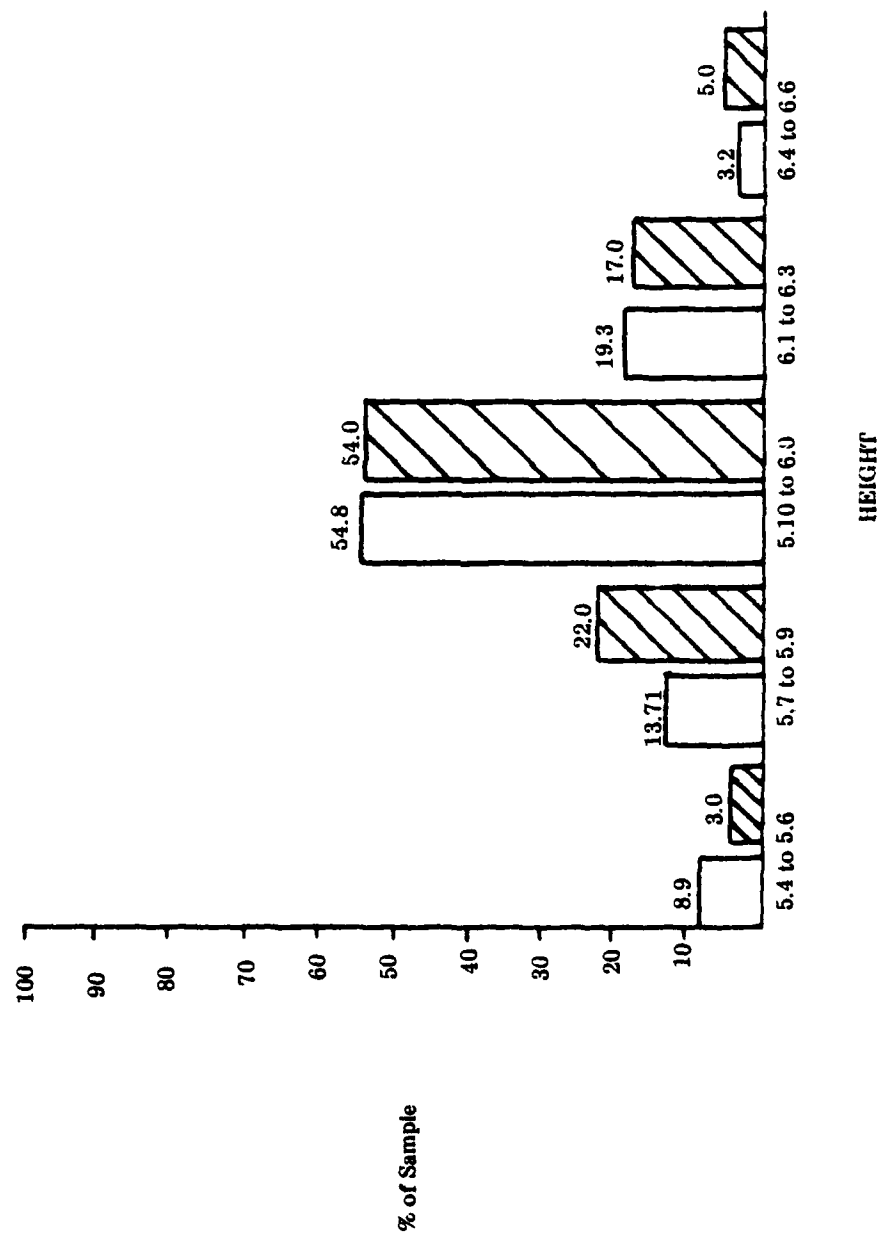
The graphical results of the comparison the authors made between the executives from a previous study (Rowe, Rudeen, Wenke, 1976) and the generals surveyed in our study is contained in the next 56 pages. These results present a graphic picture, through the use of bar graphs, which depict percentages of responses to each possible answer for all questions. It also contains comparisons of the biographical data from the two populations.

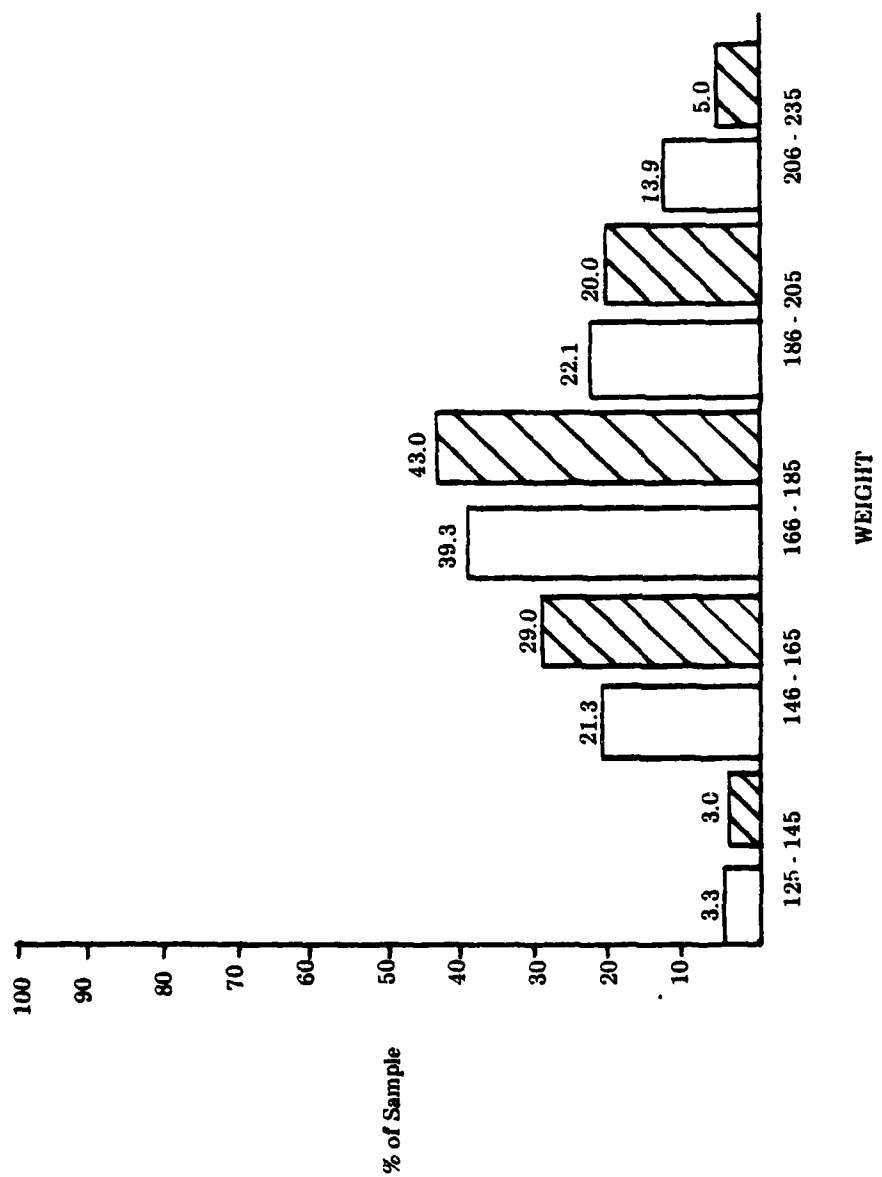
The open boxes portray executives while the striped portray military.

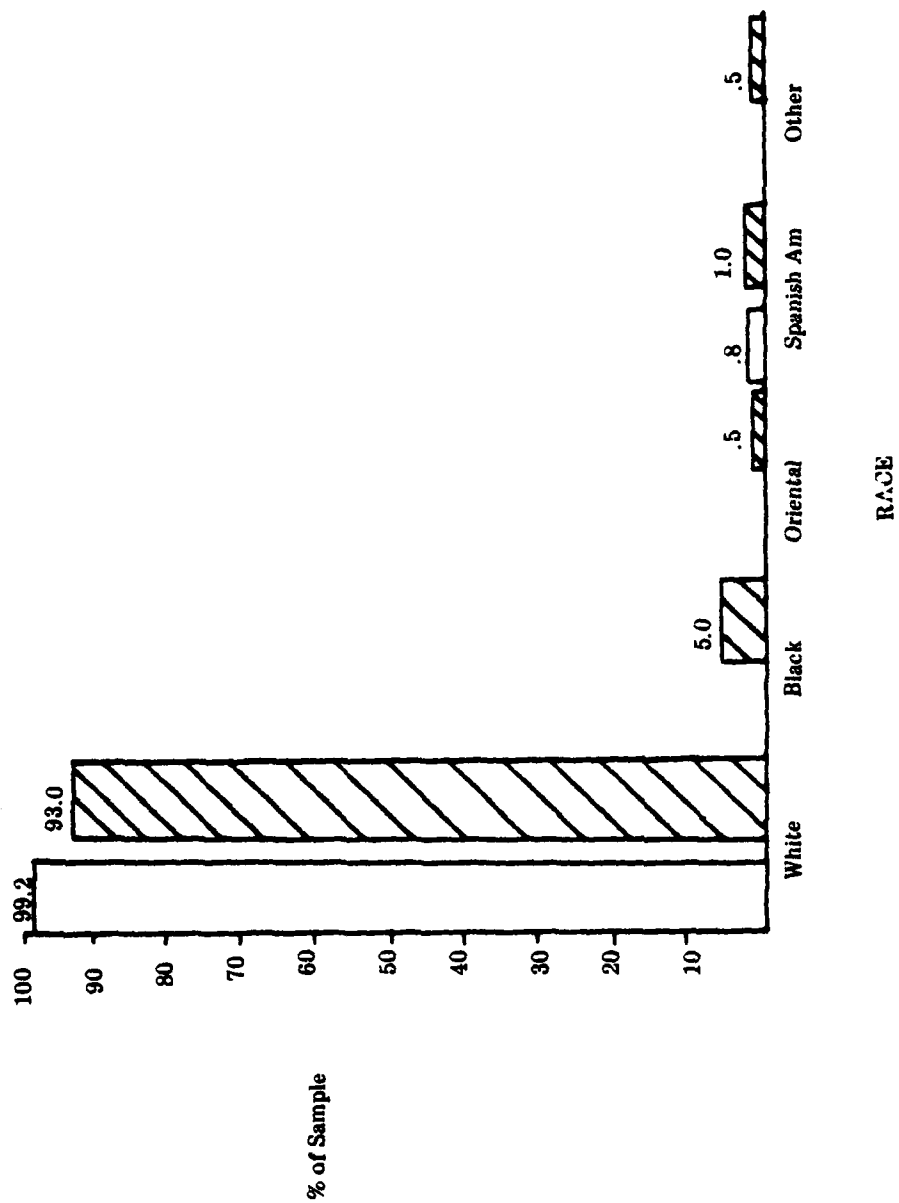


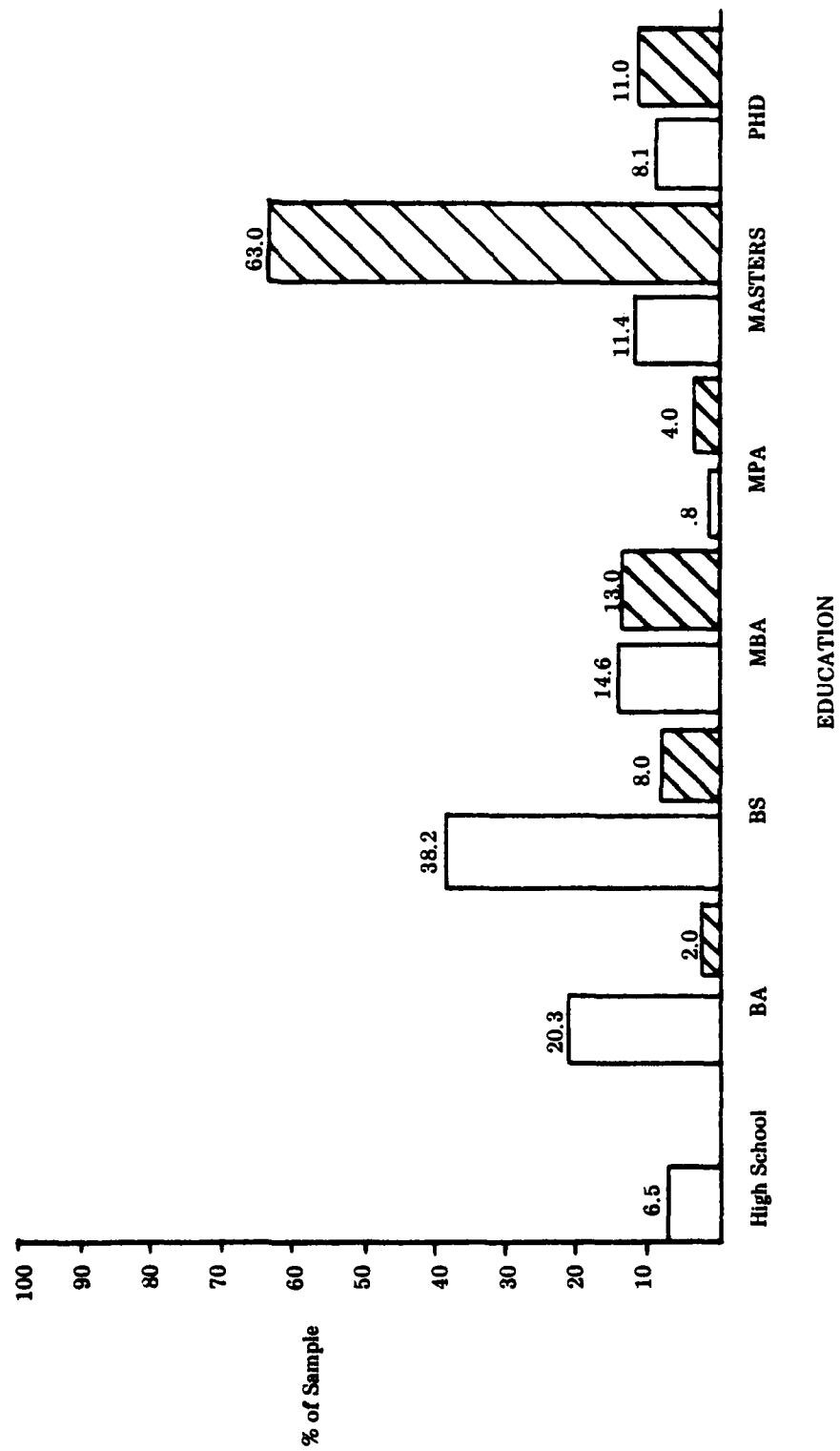


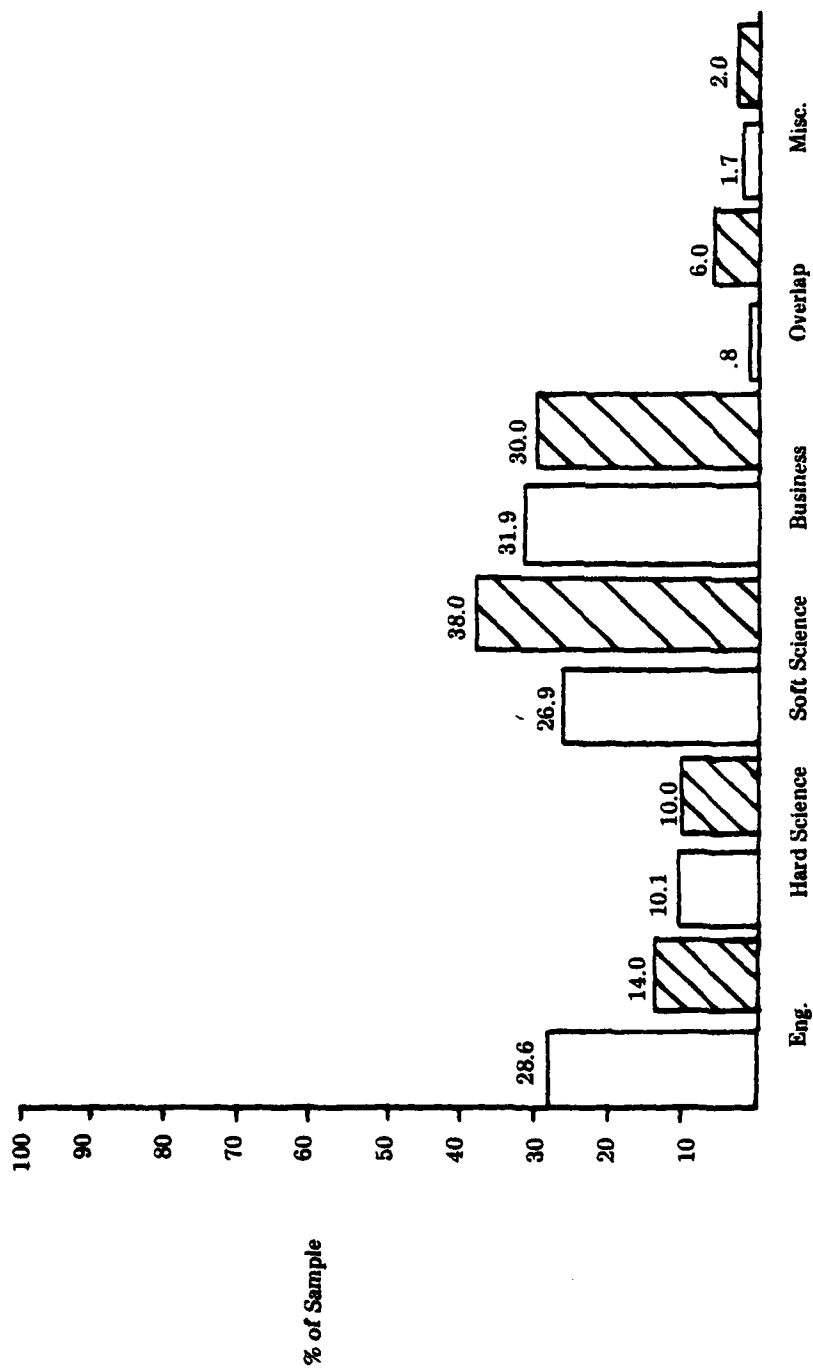


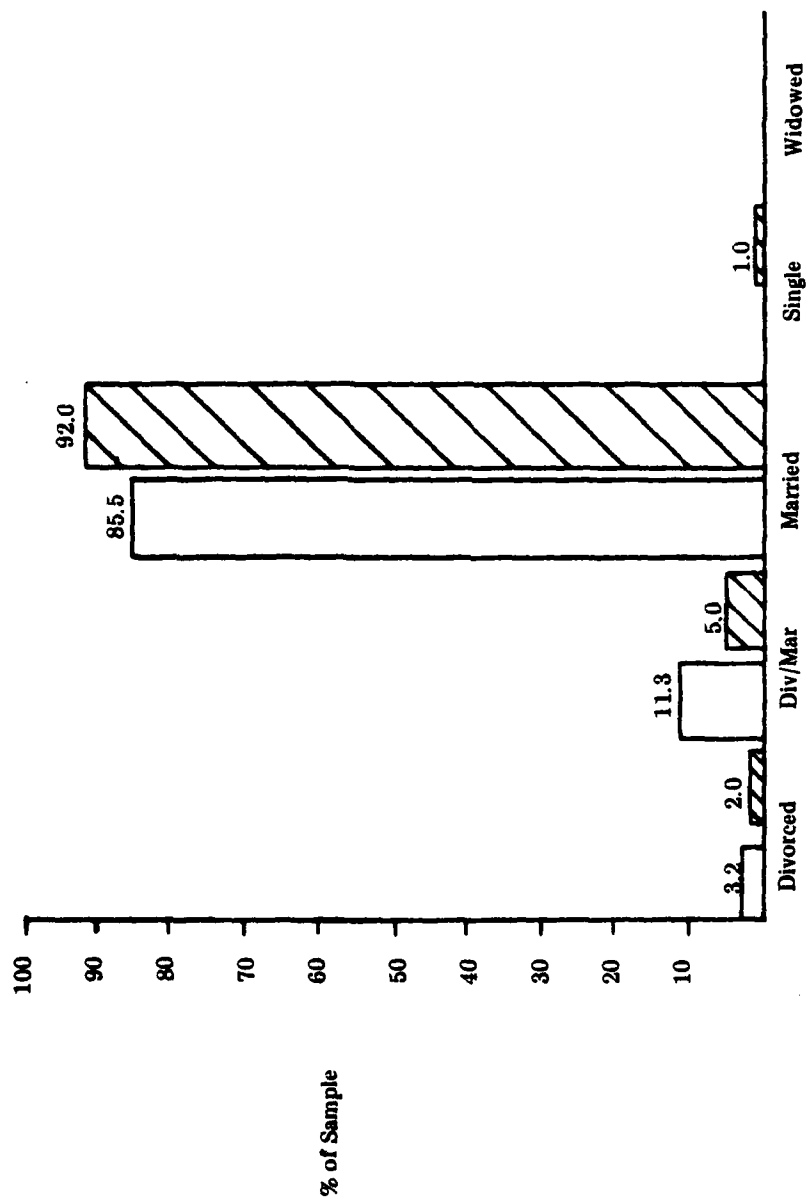


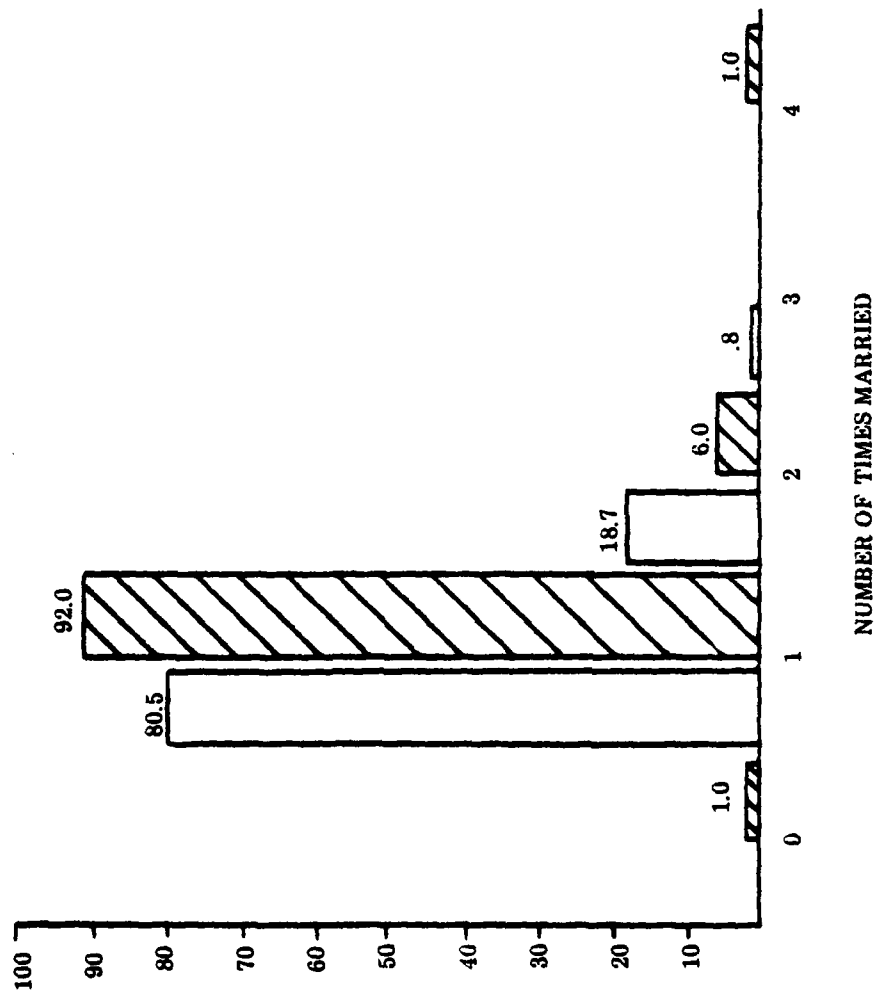






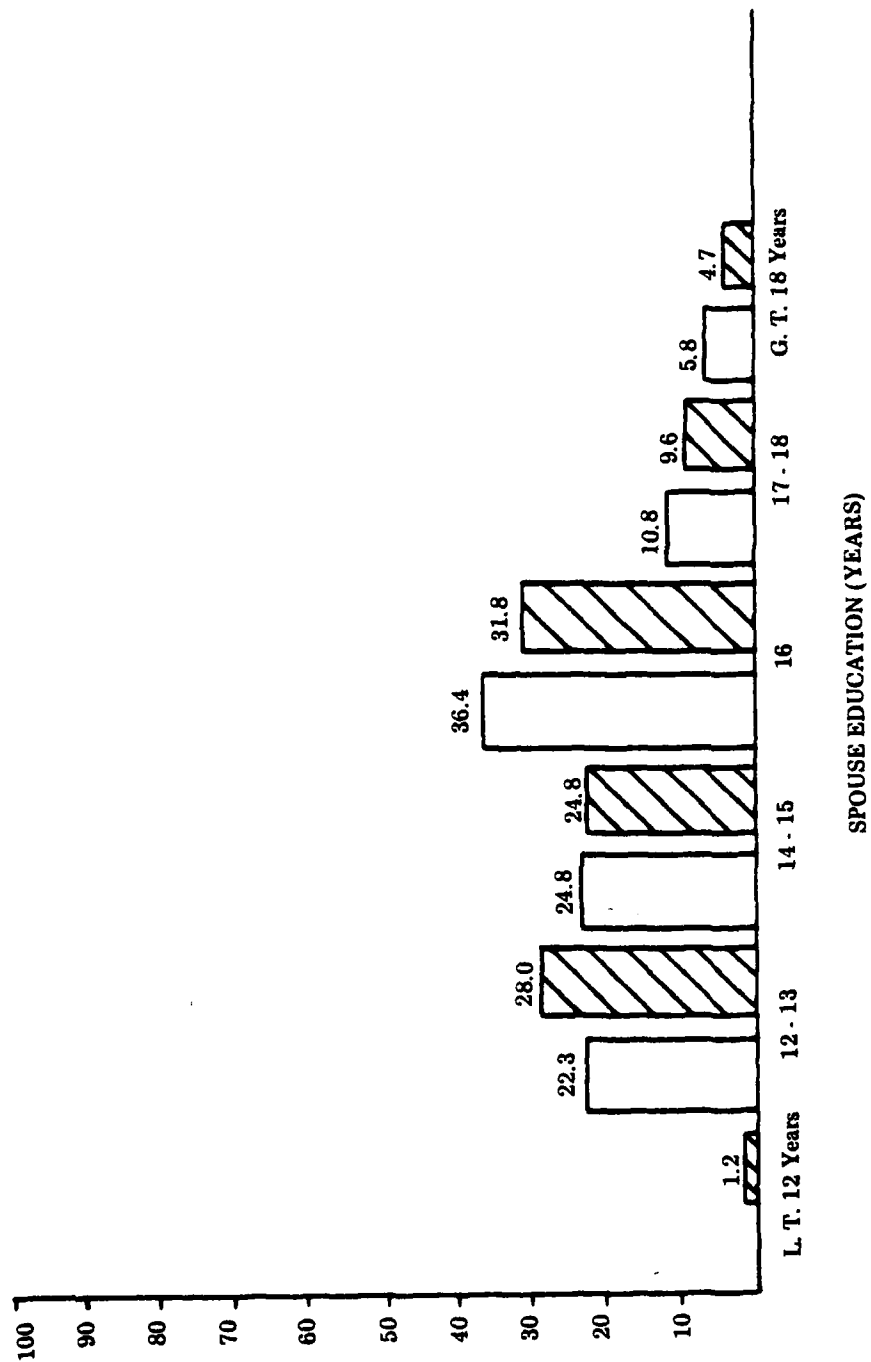




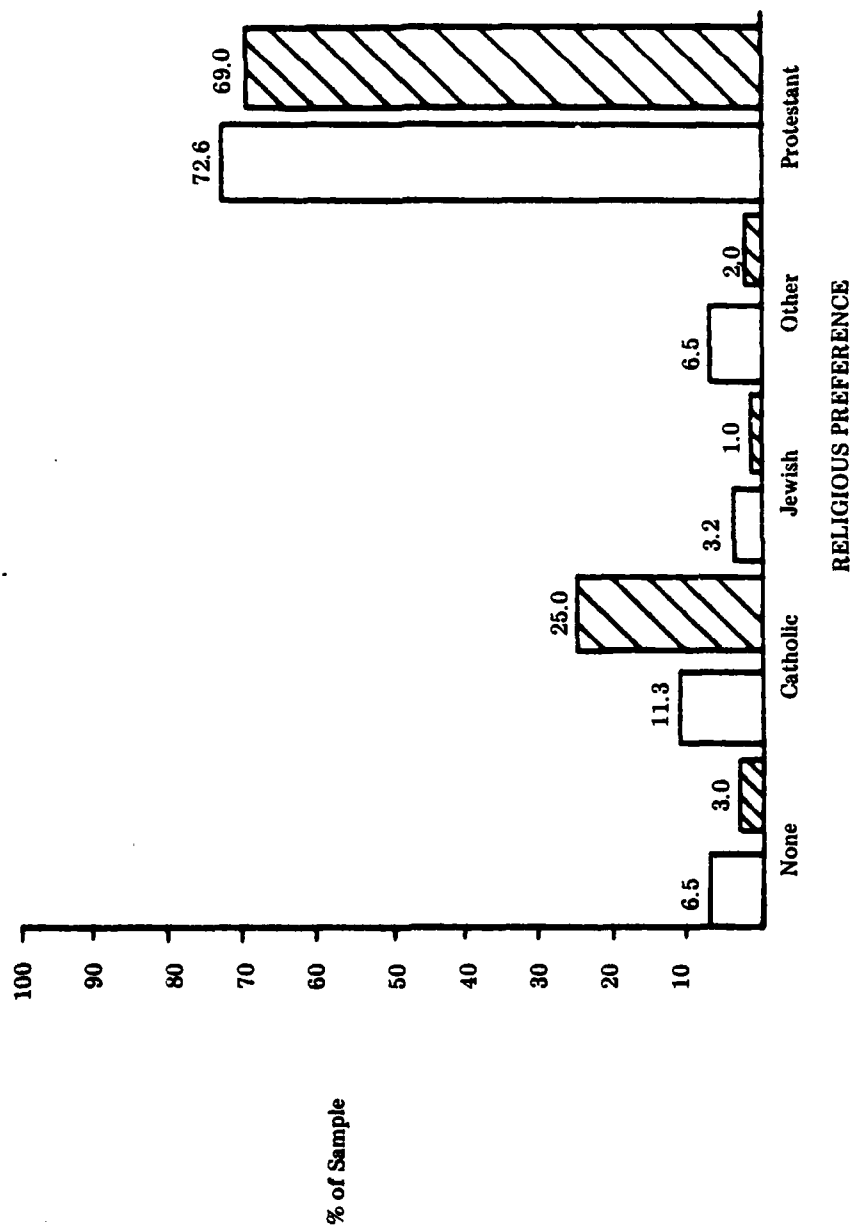


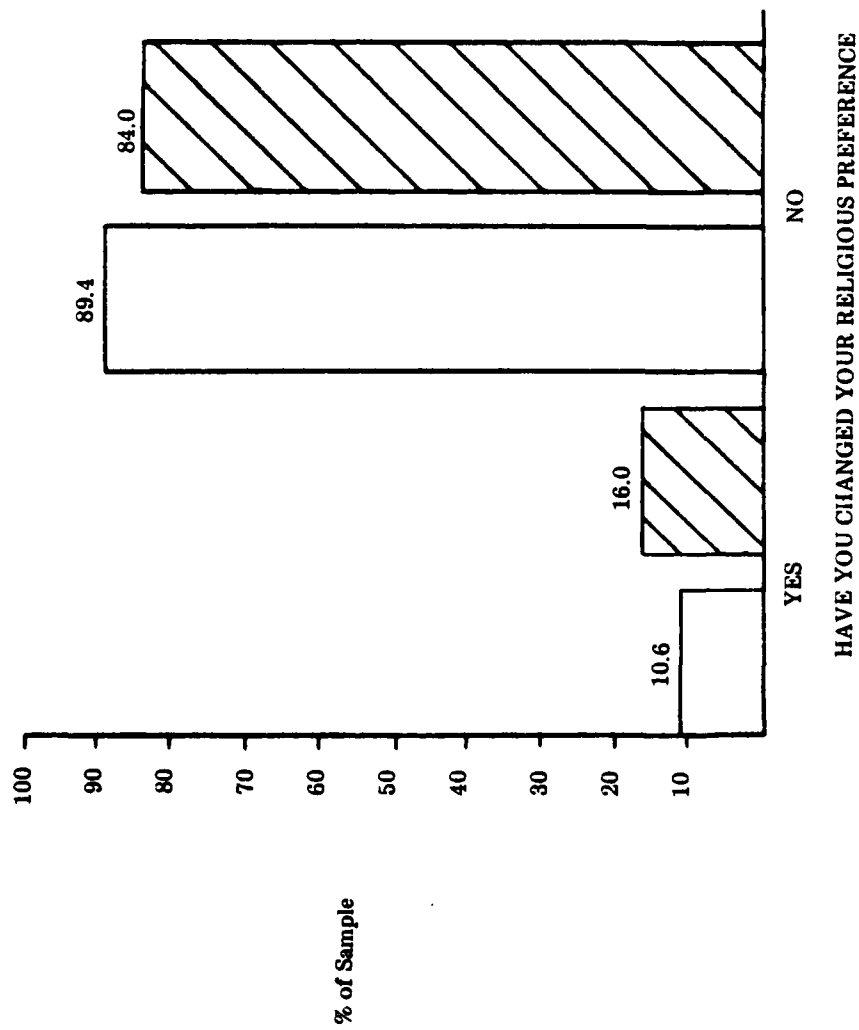
% of Sample

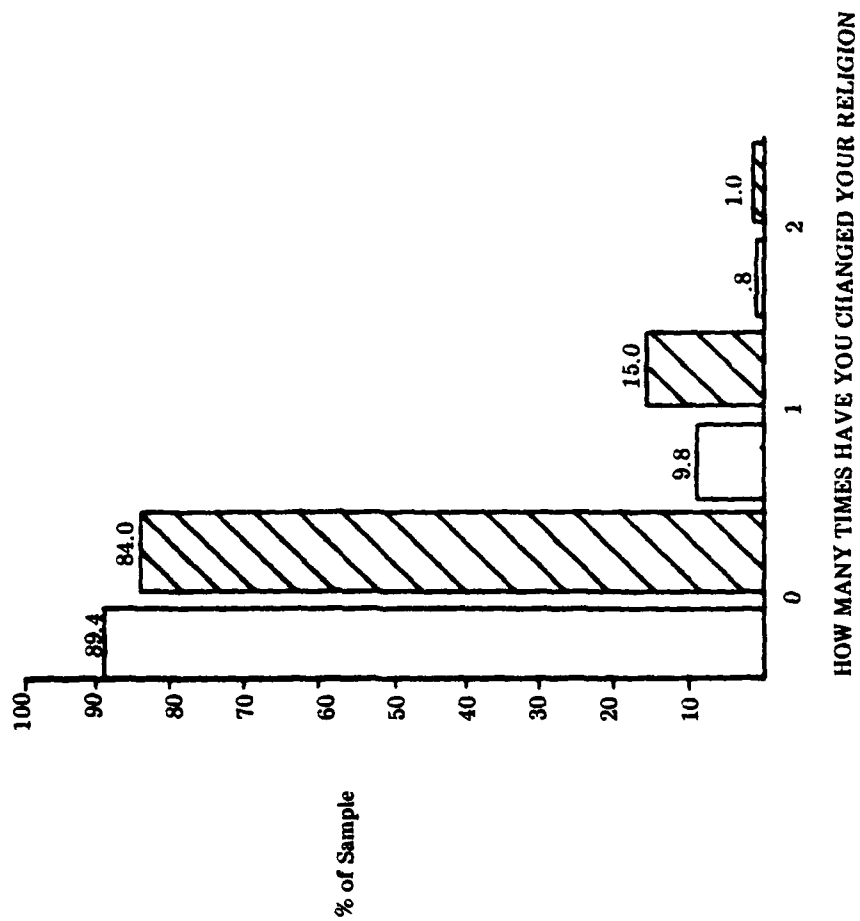


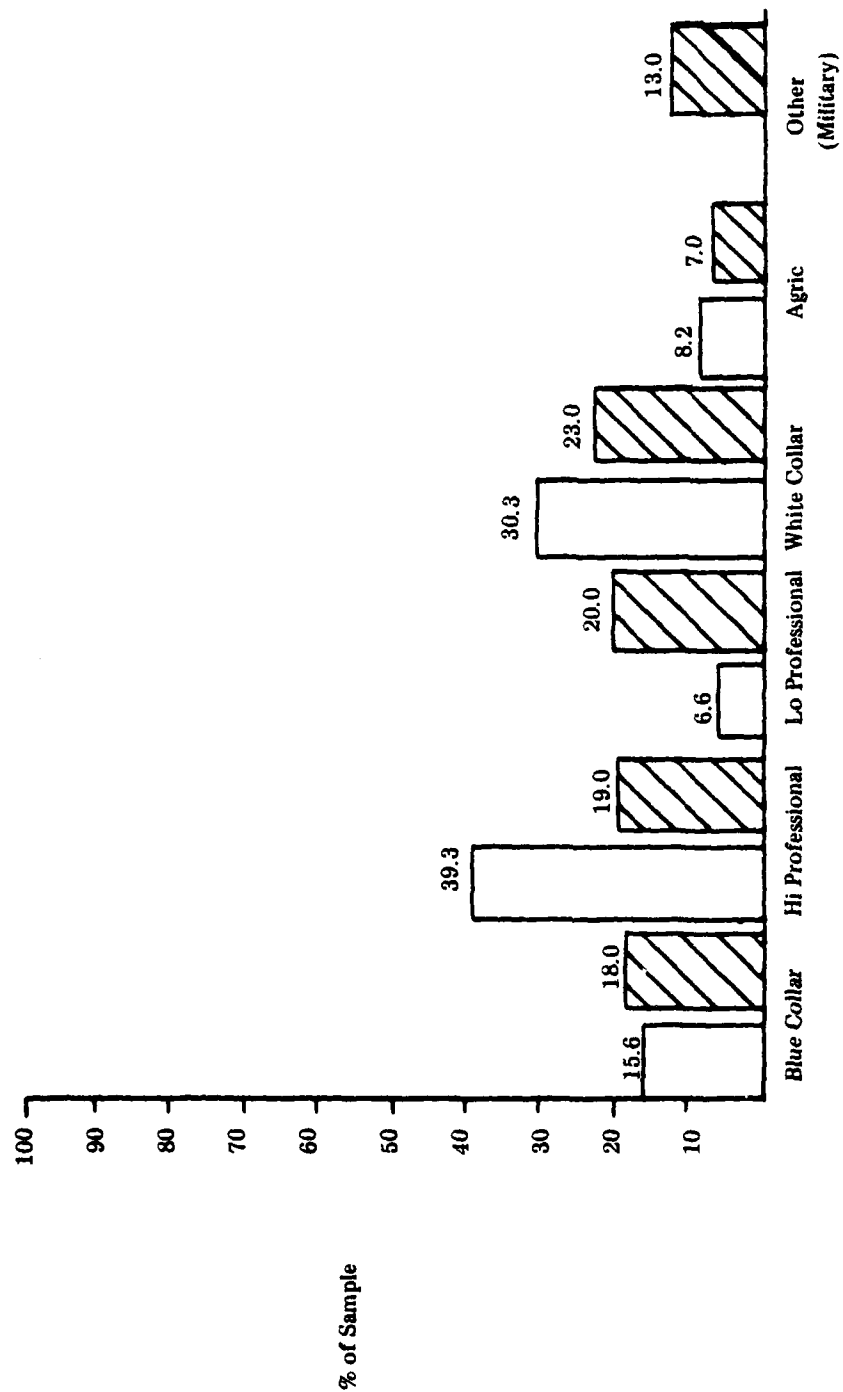


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A COMPARISON AND ANALYSIS OF ARMY GENERALS AND EXECUTIVES.(U)  
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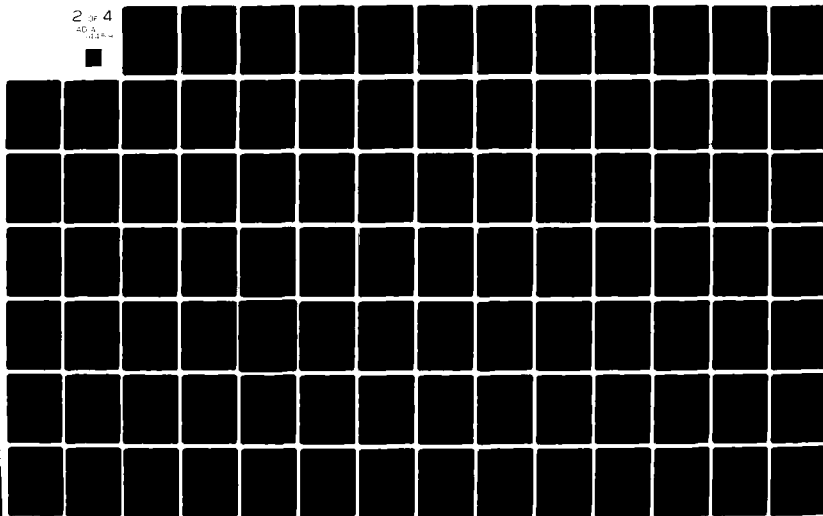
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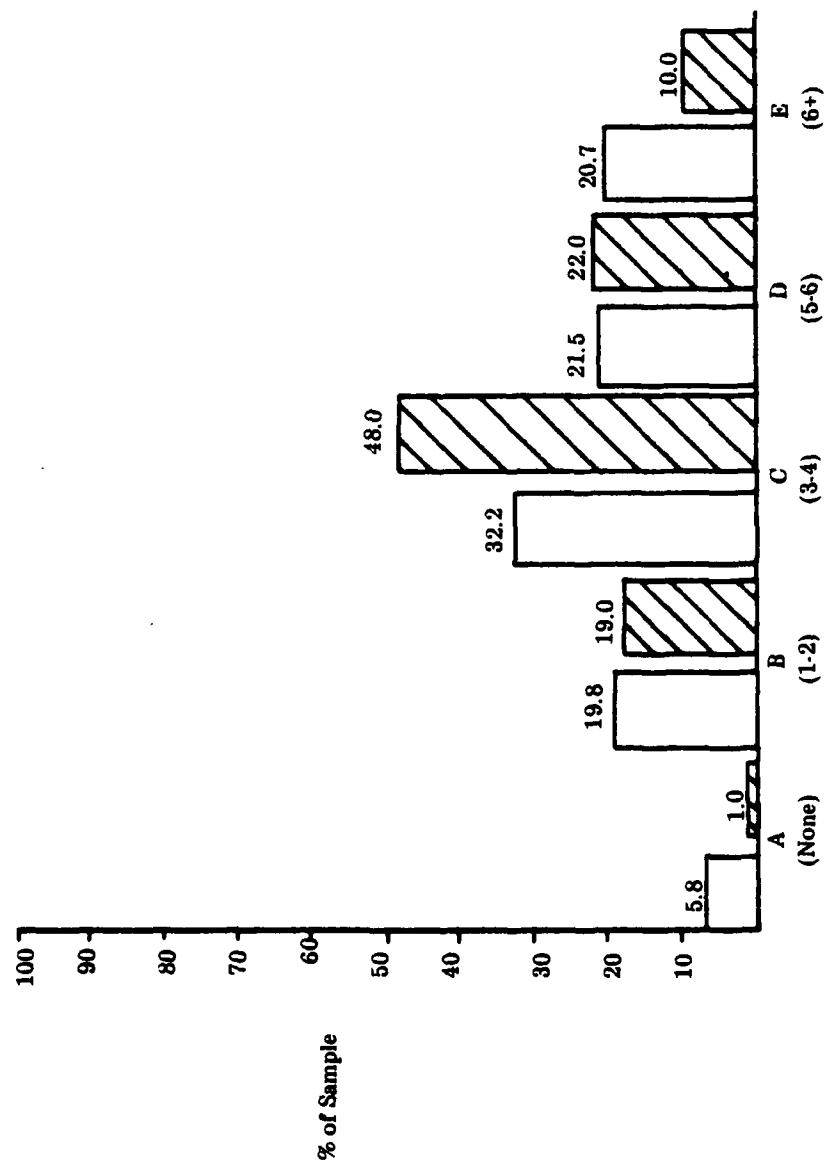
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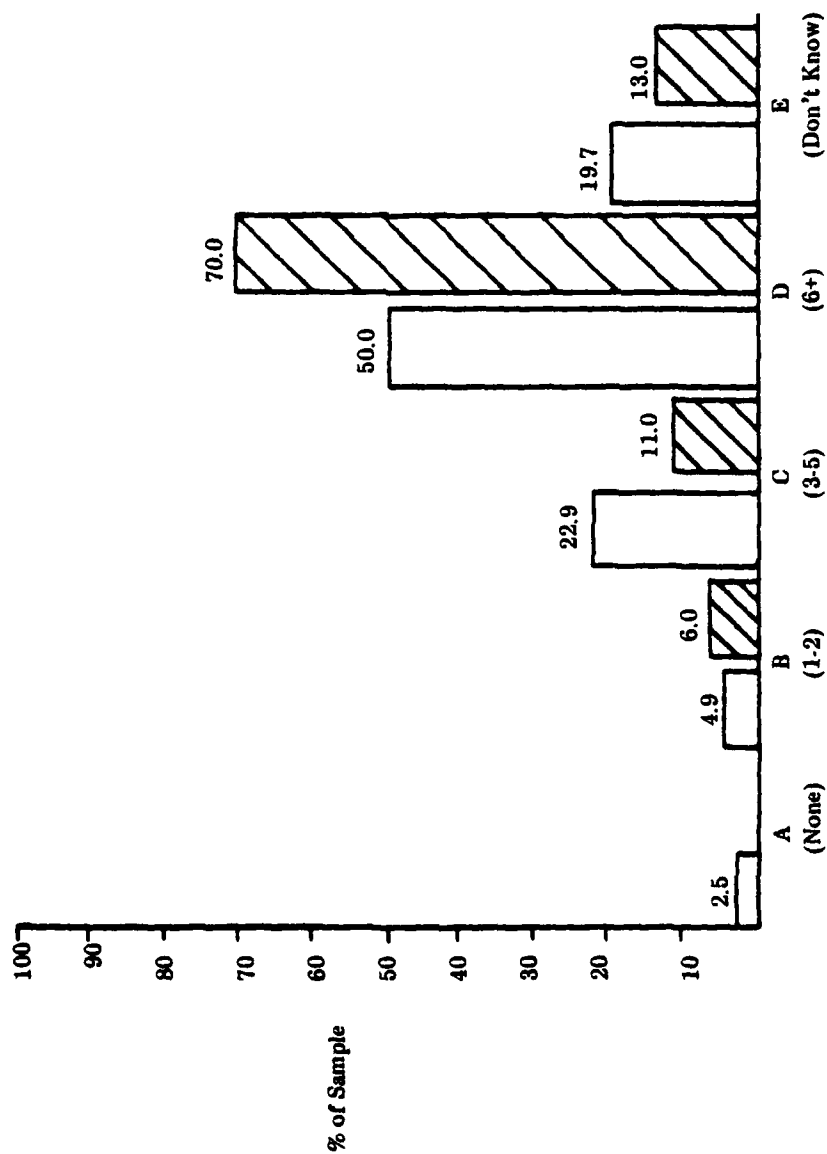
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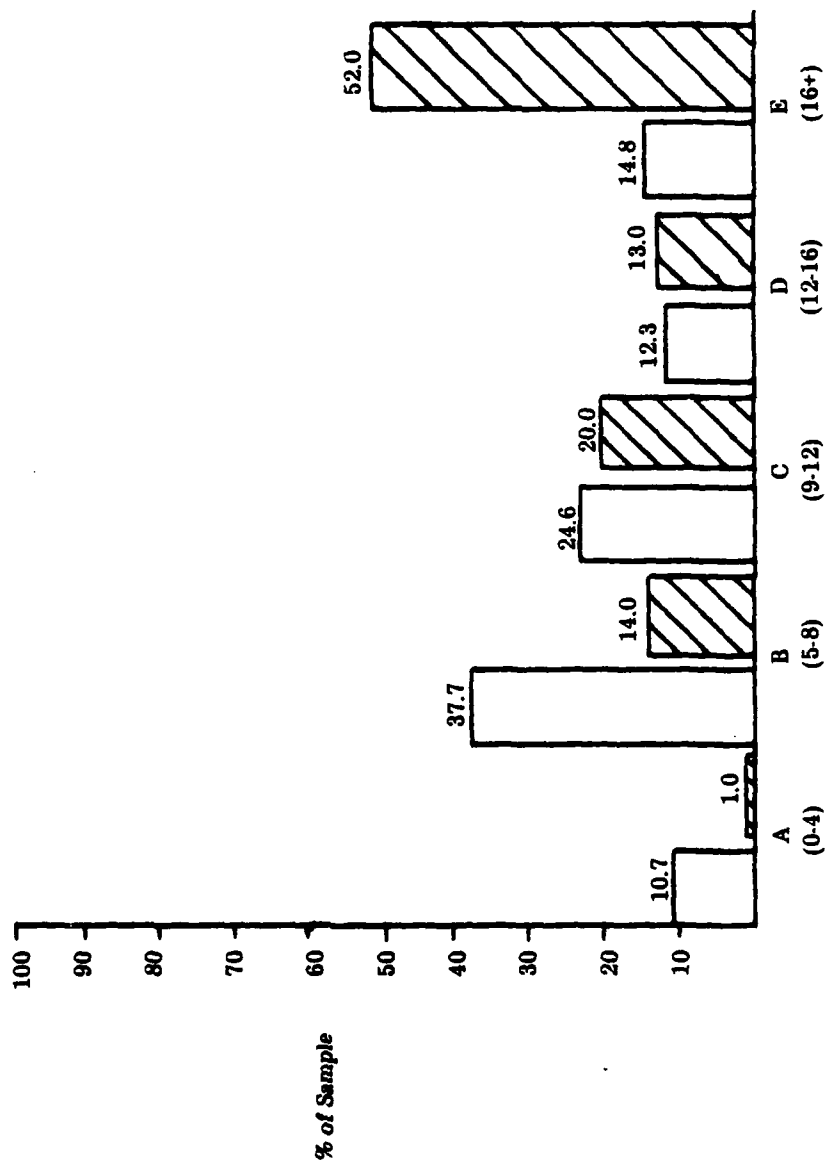


QUESTION 22 (ORGMEMB)

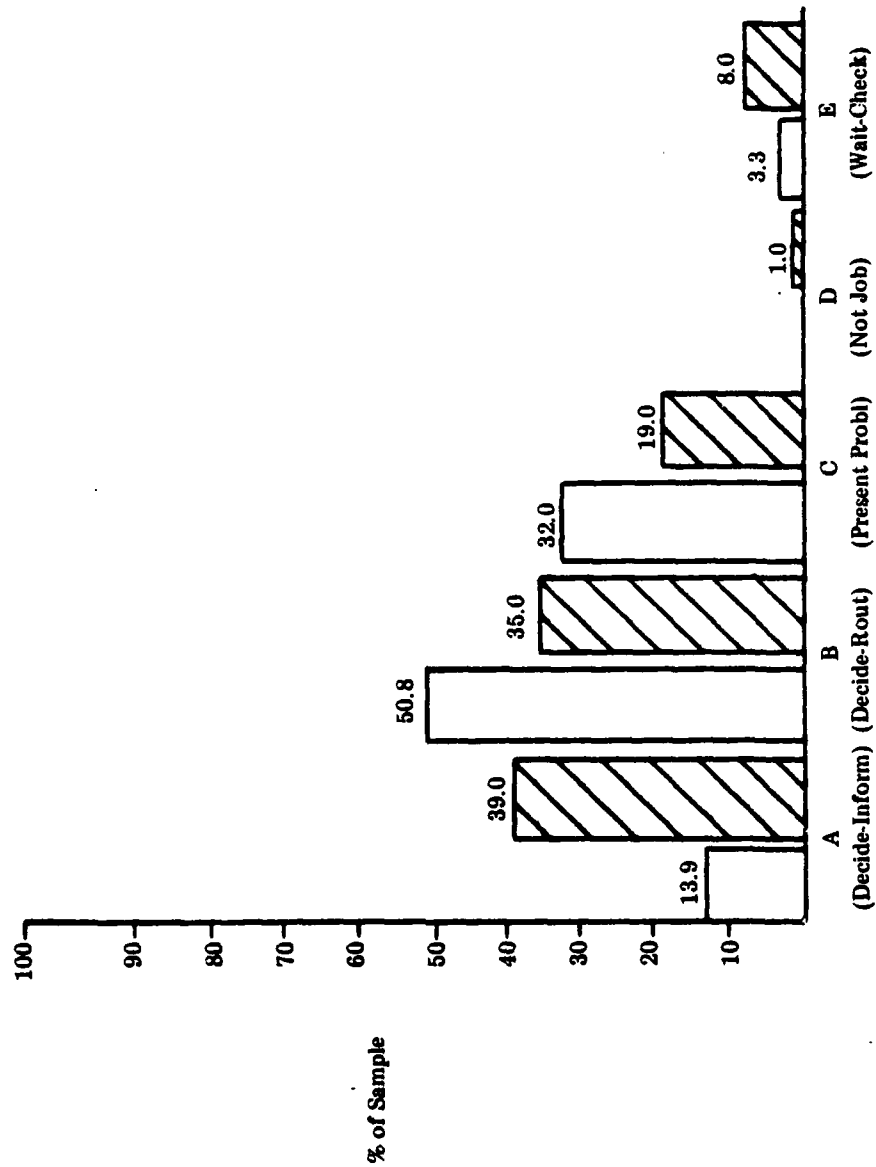


QUESTION 23 (FRIENDS)

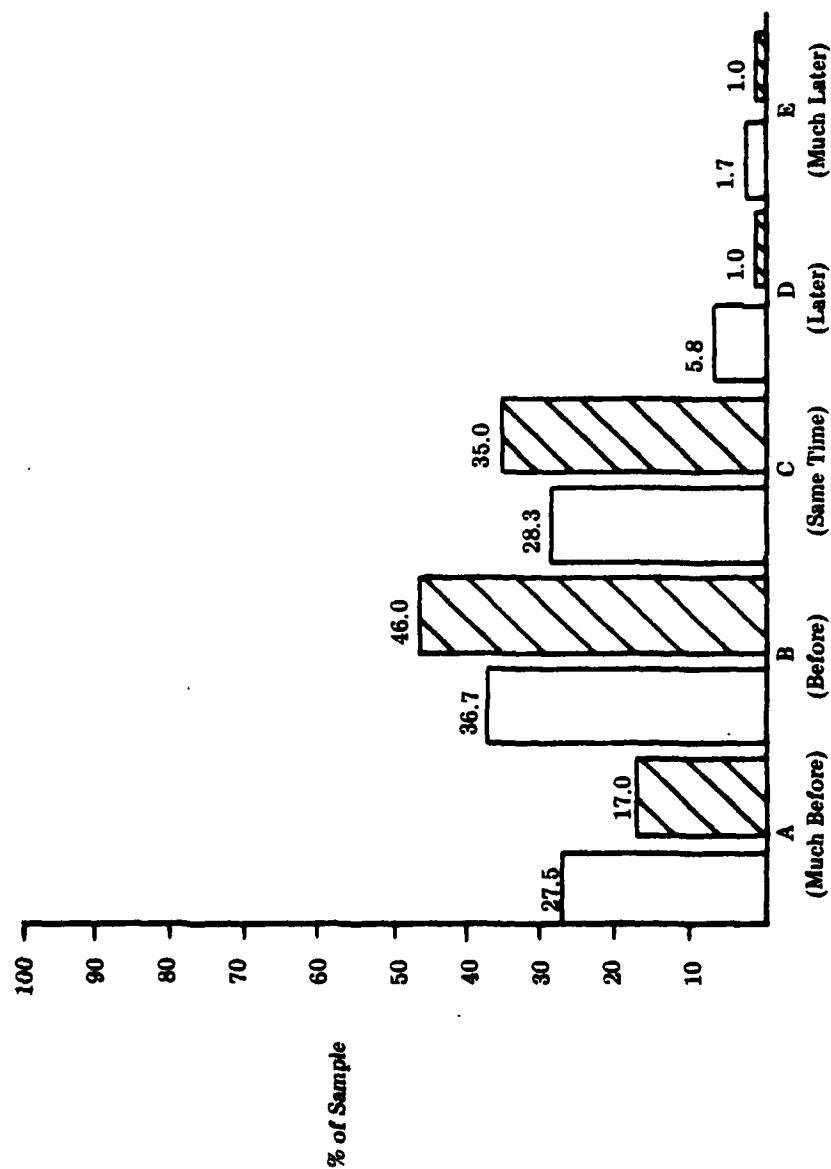




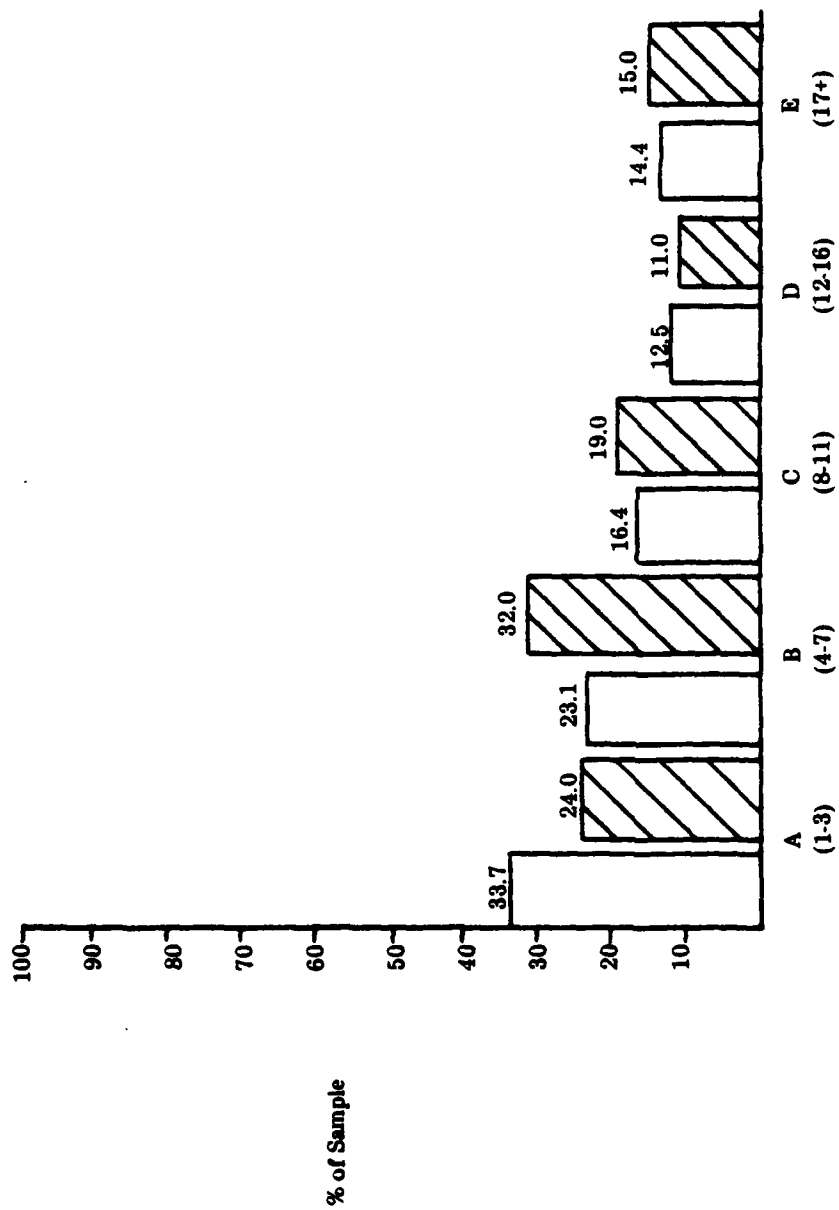
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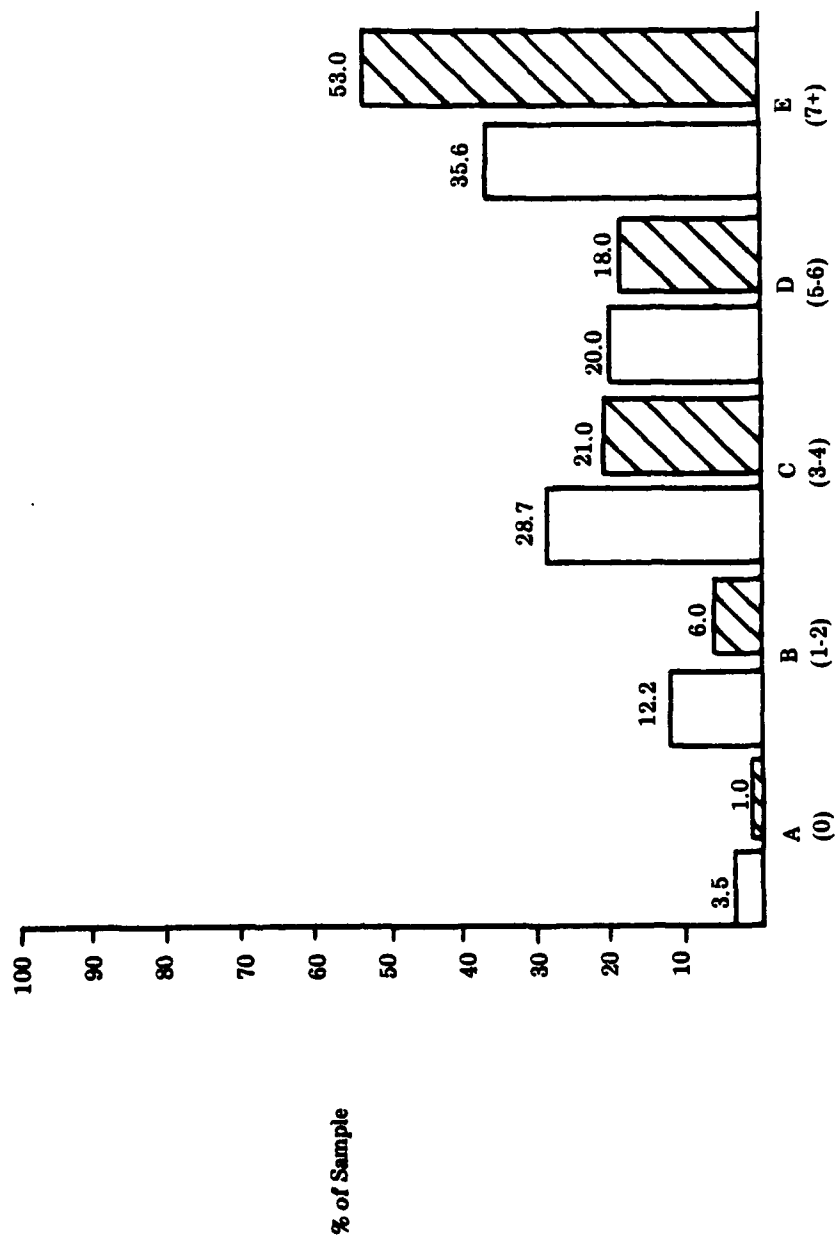
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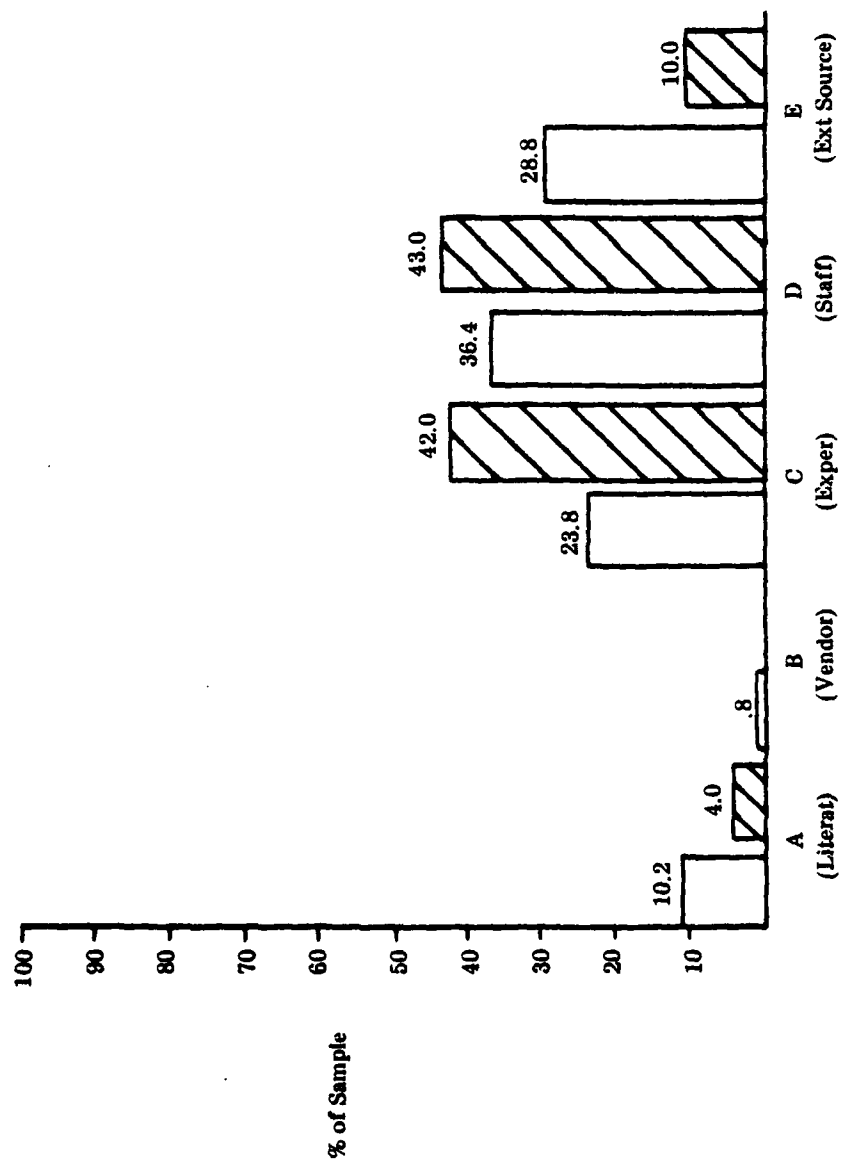


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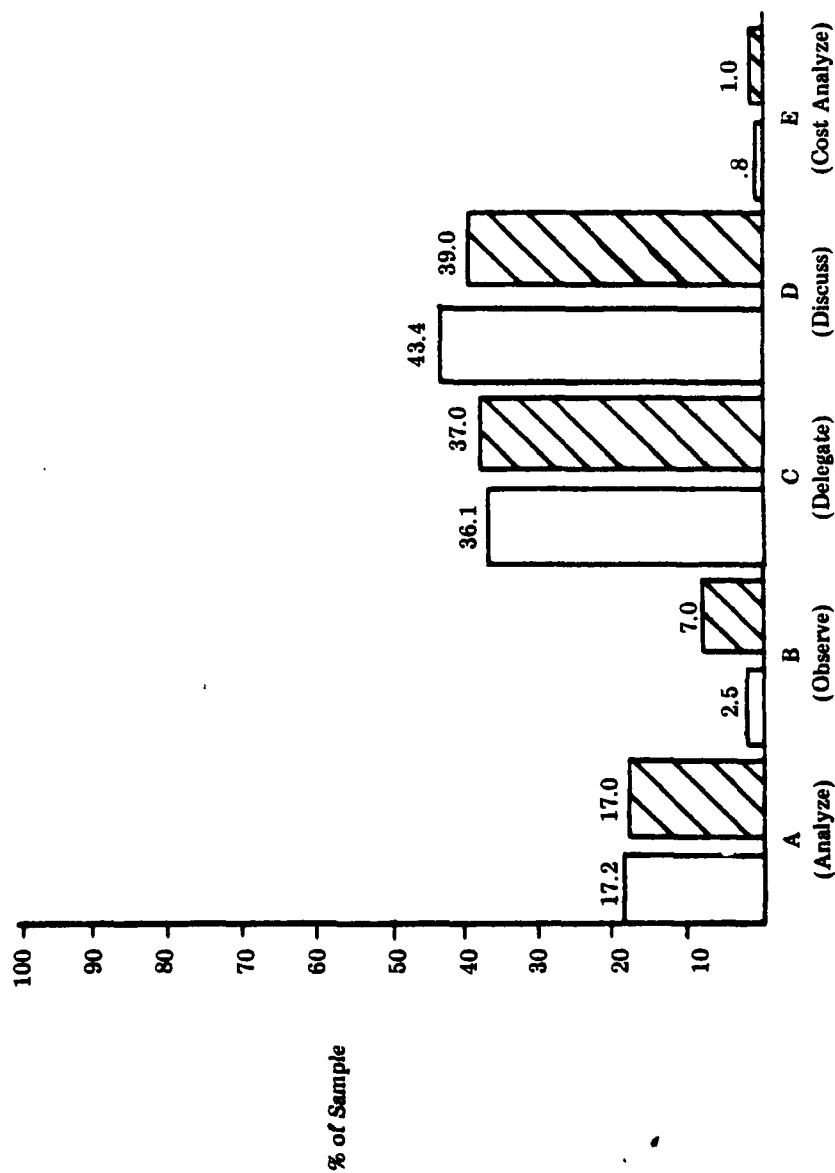


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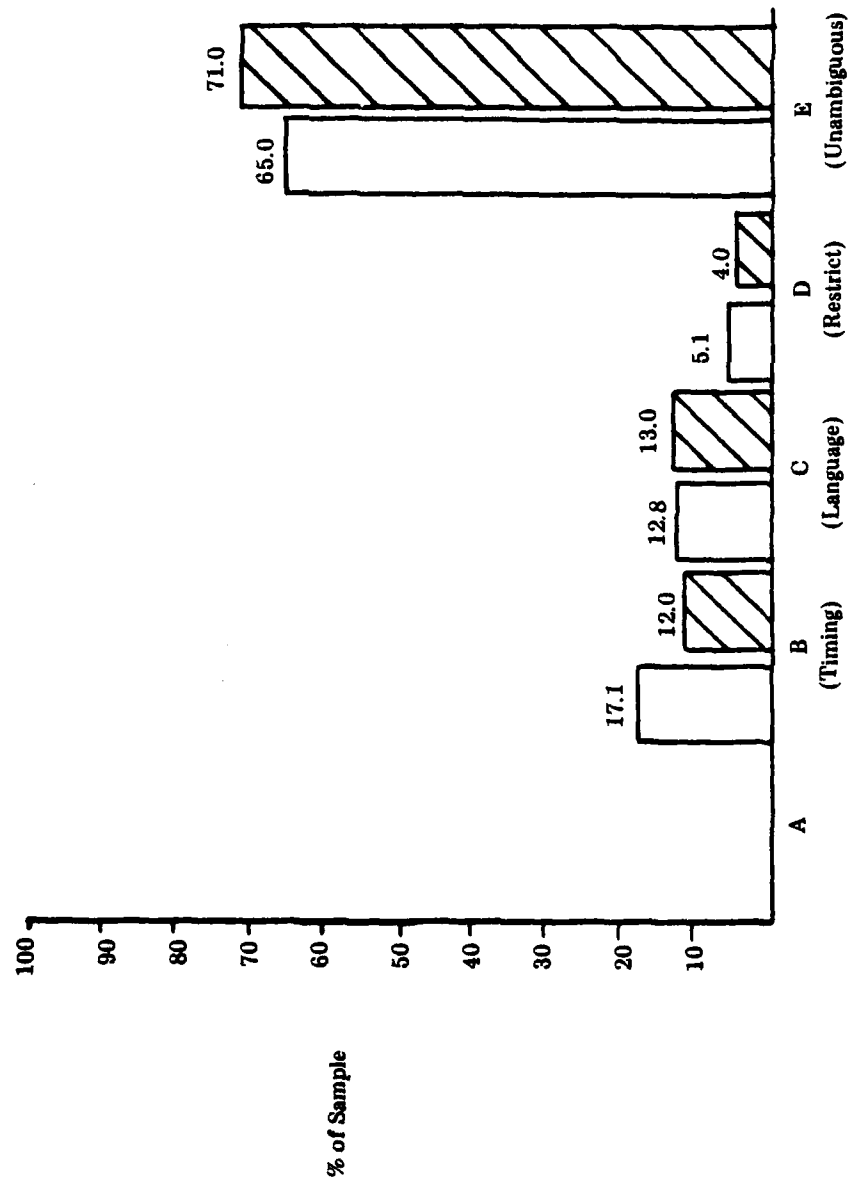




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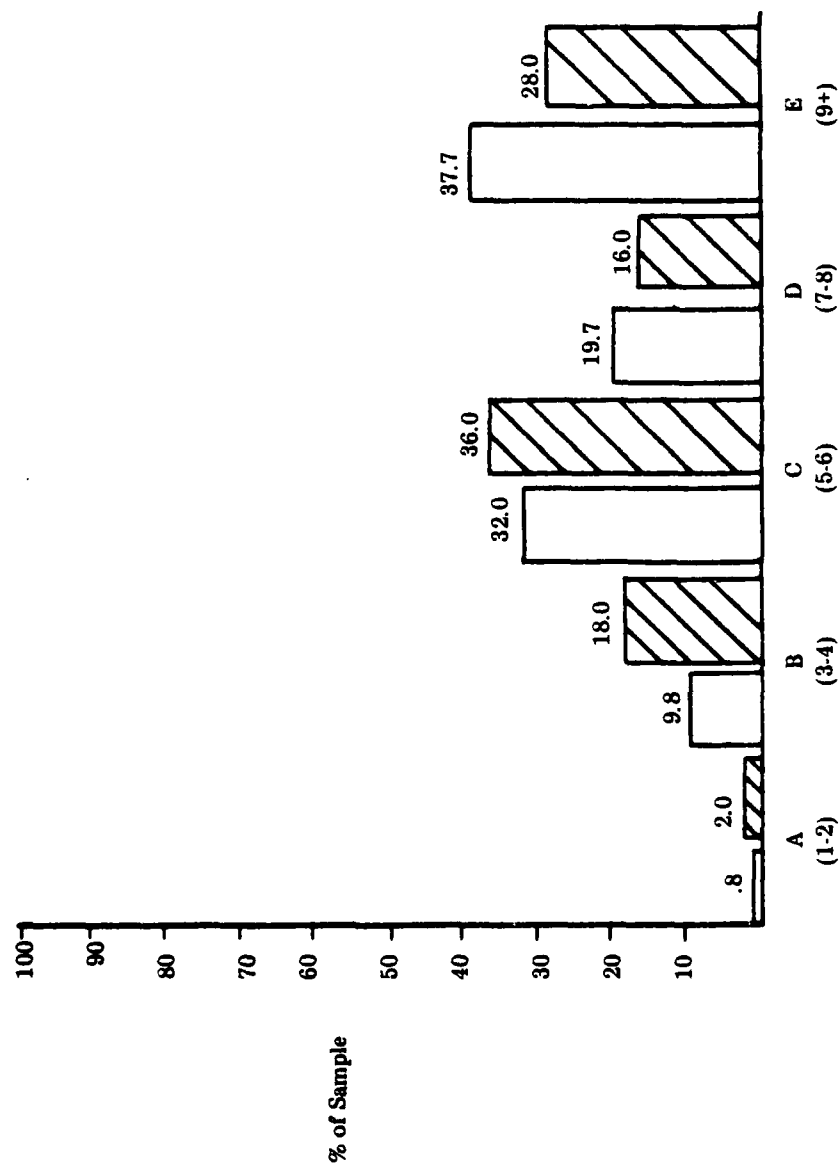


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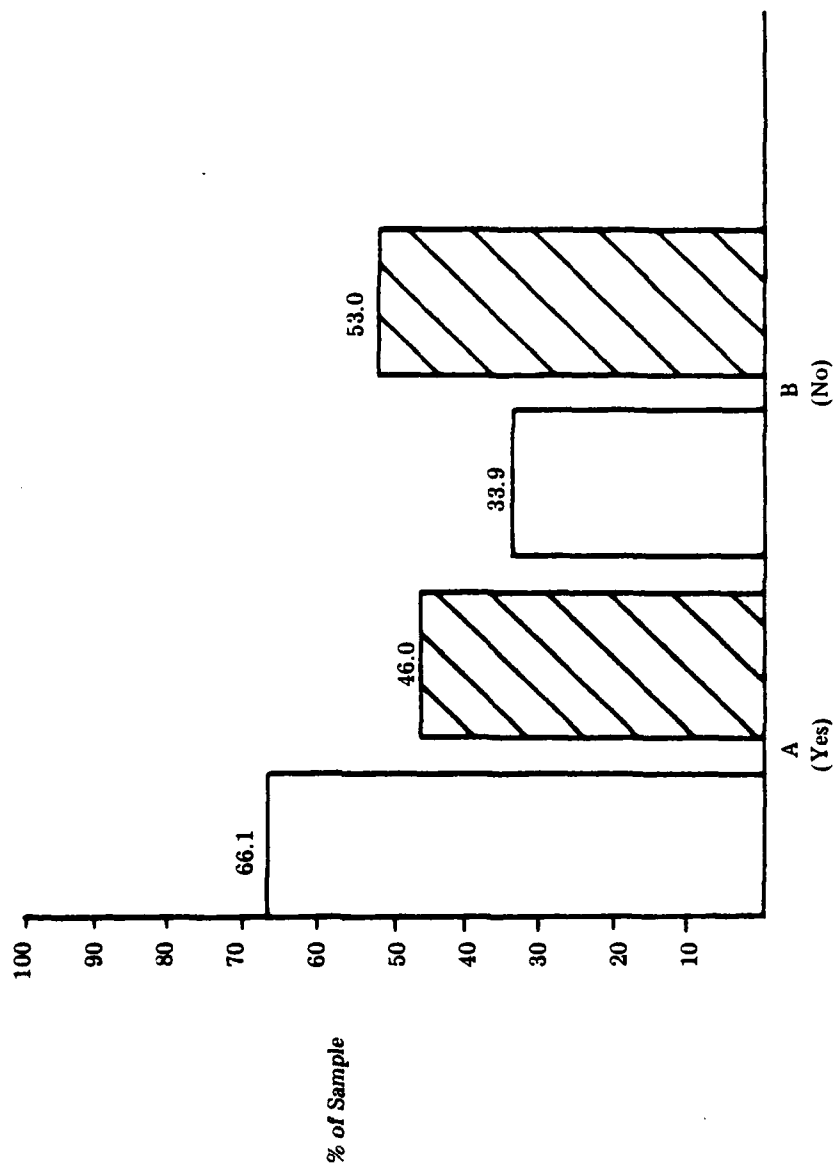


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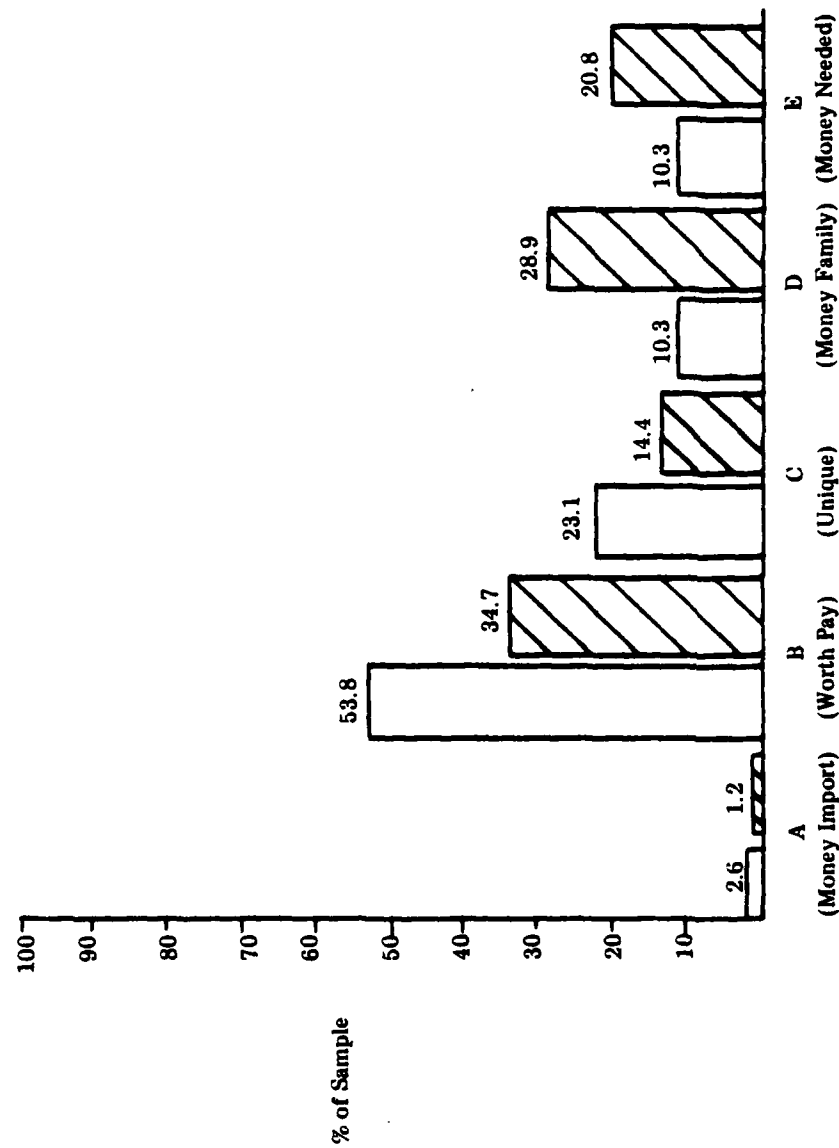




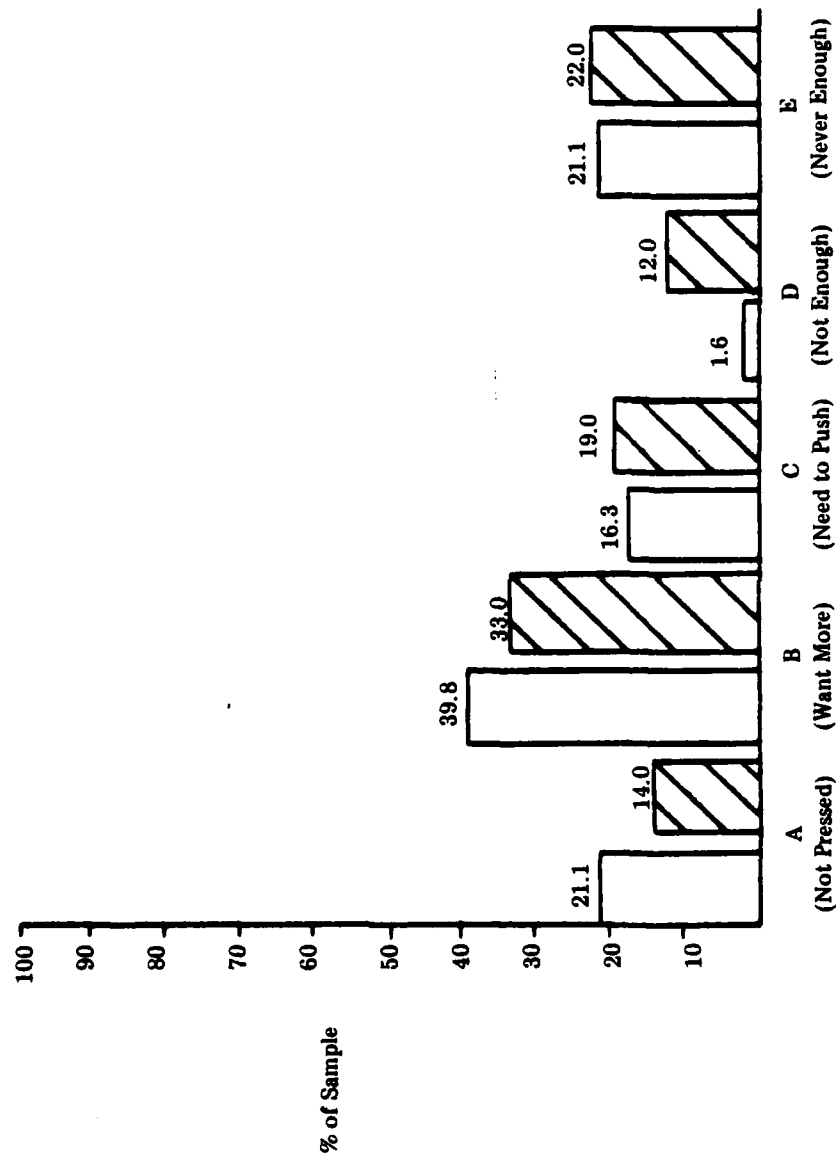
QUESTION 32 (JOURNAL)



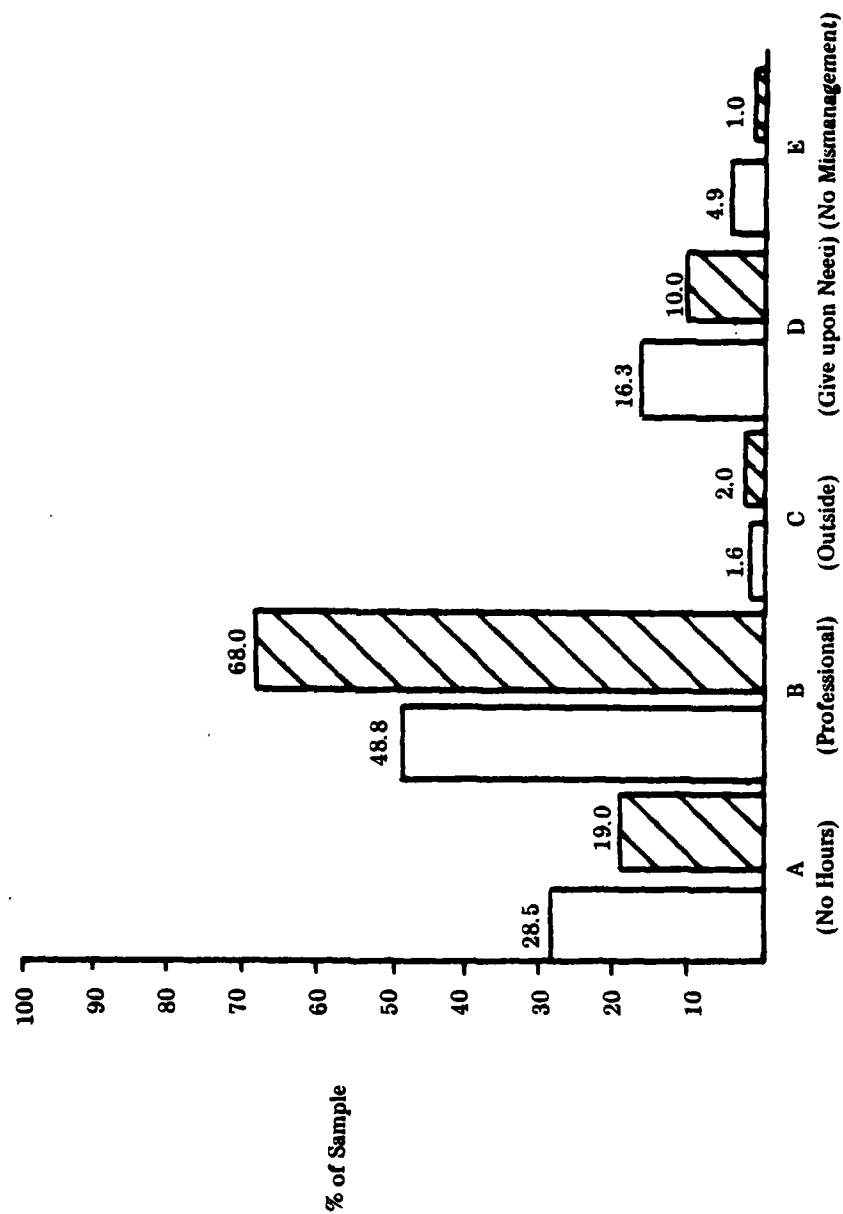
QUESTION 33 (LESSAL)



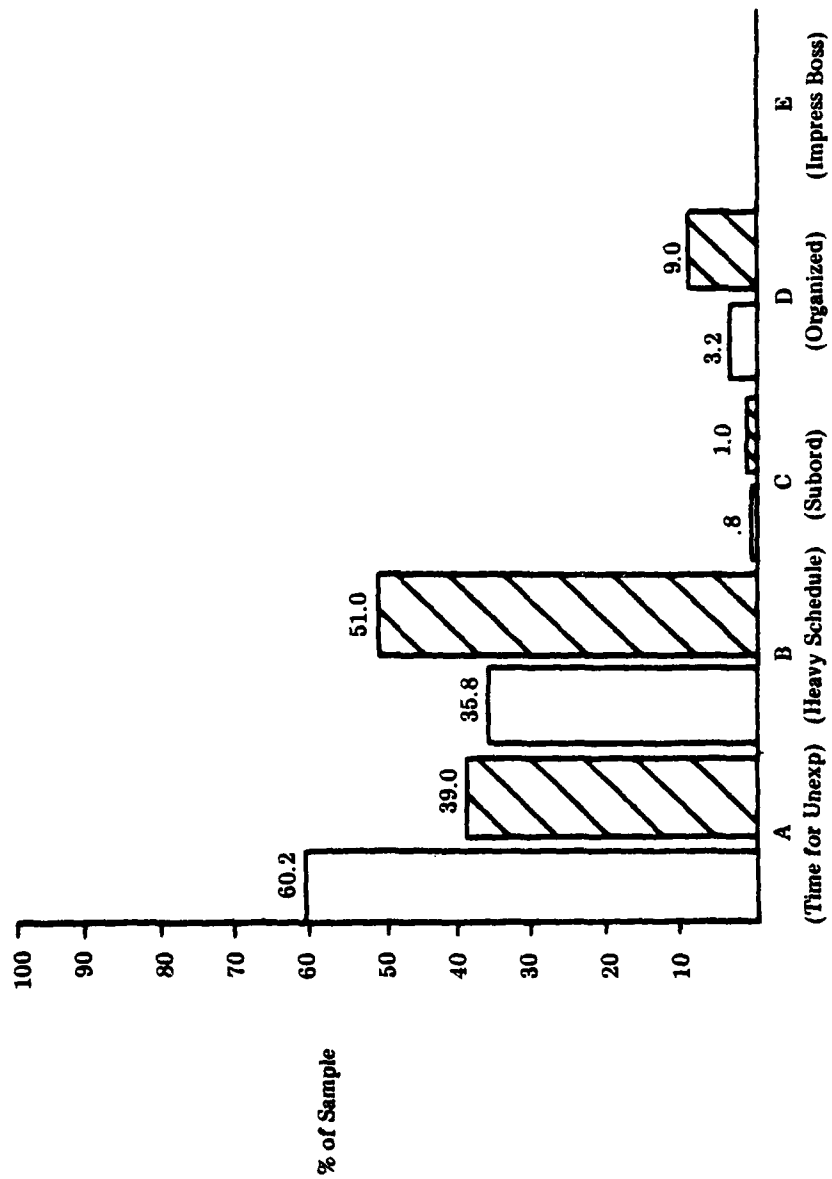
QUESTION 35 (WORTH)



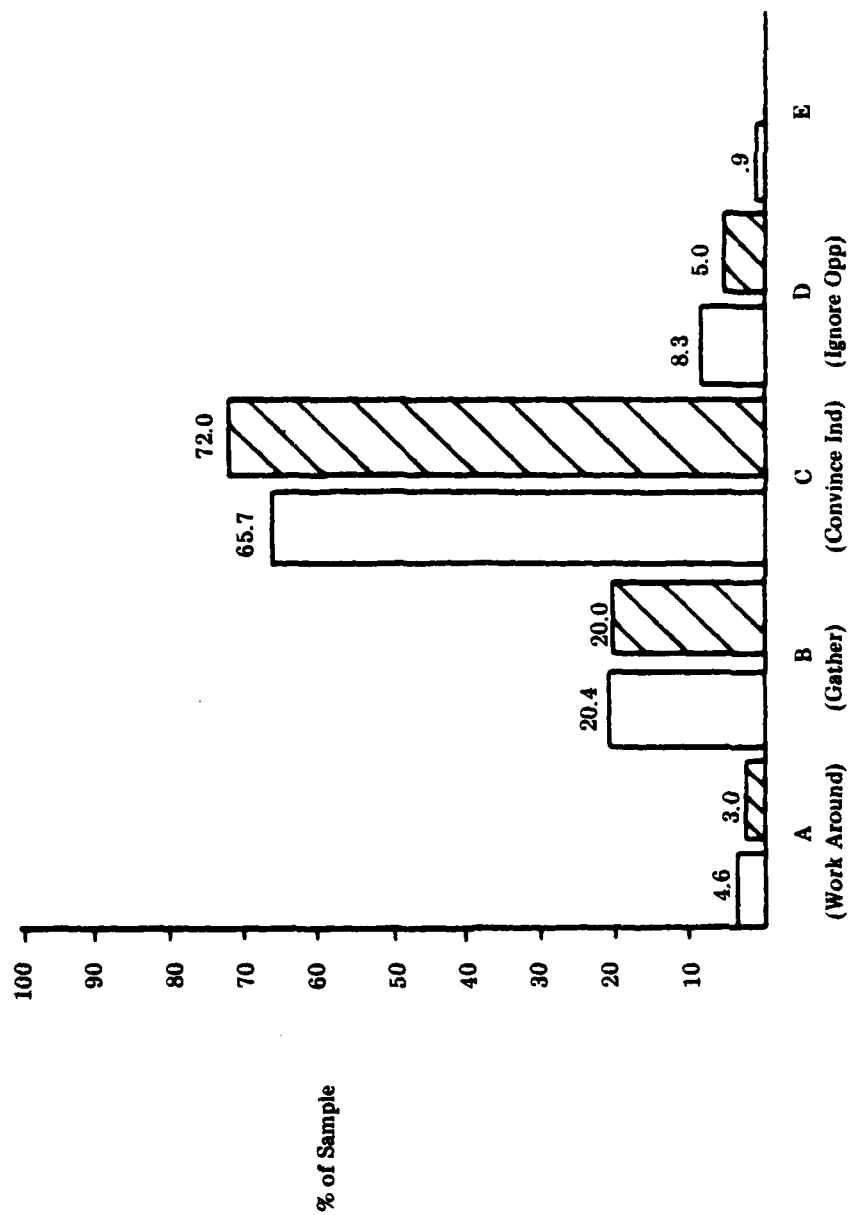
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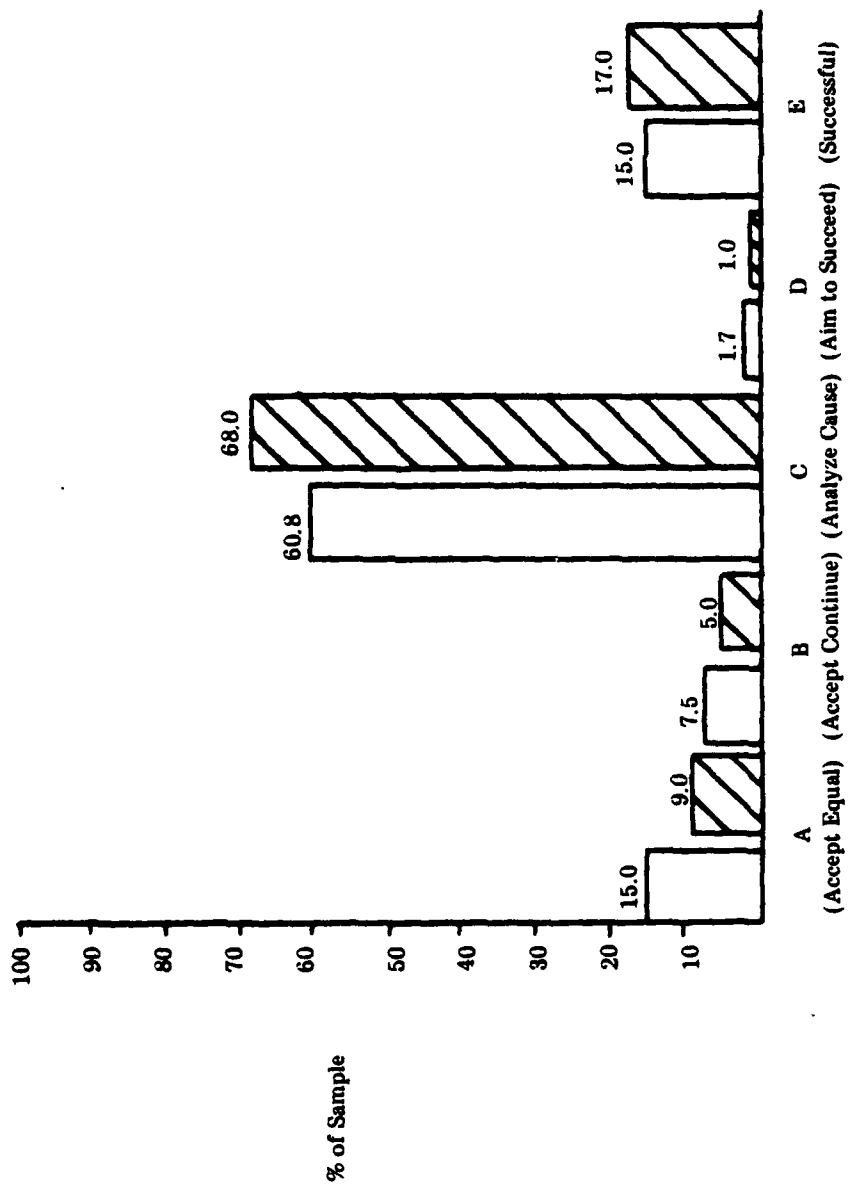
QUESTION 37 (FLEXTIME)



QUESTION 38 (SITUATED)

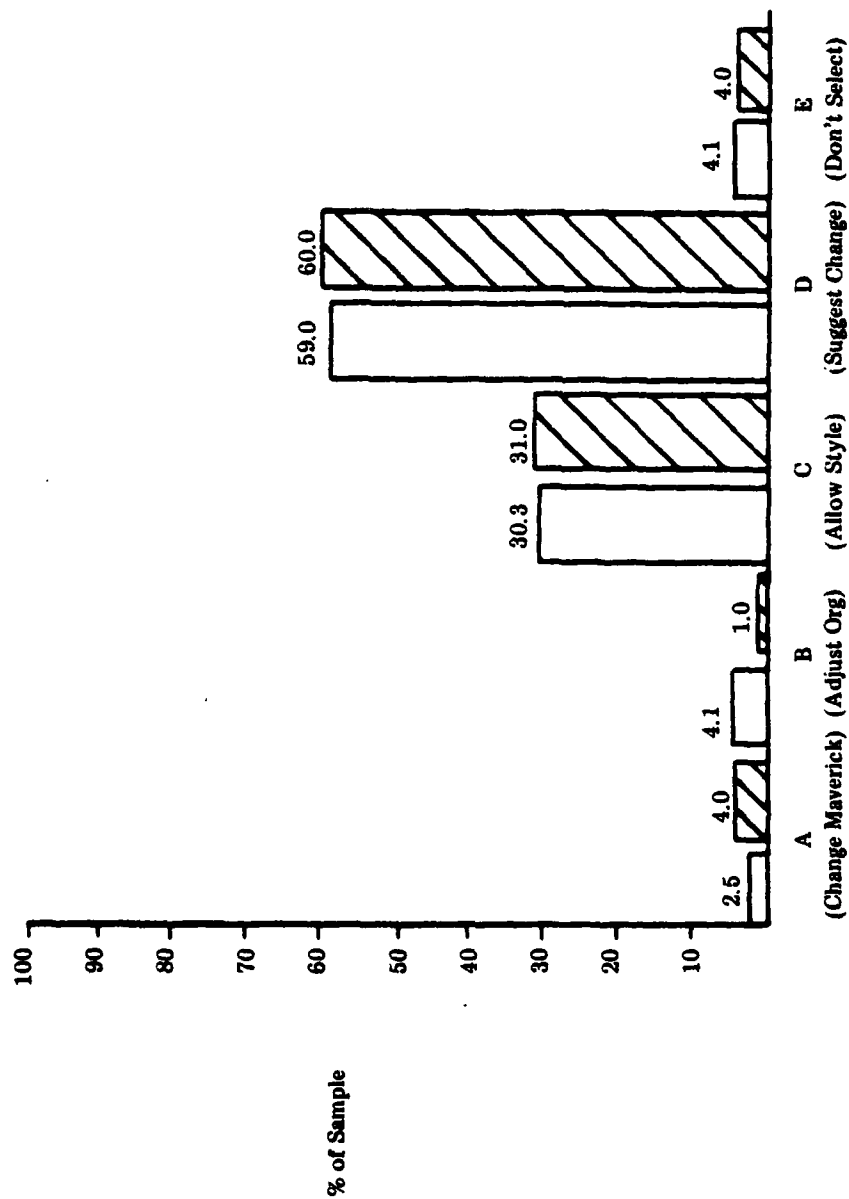


QUESTION 39 (POLICY)

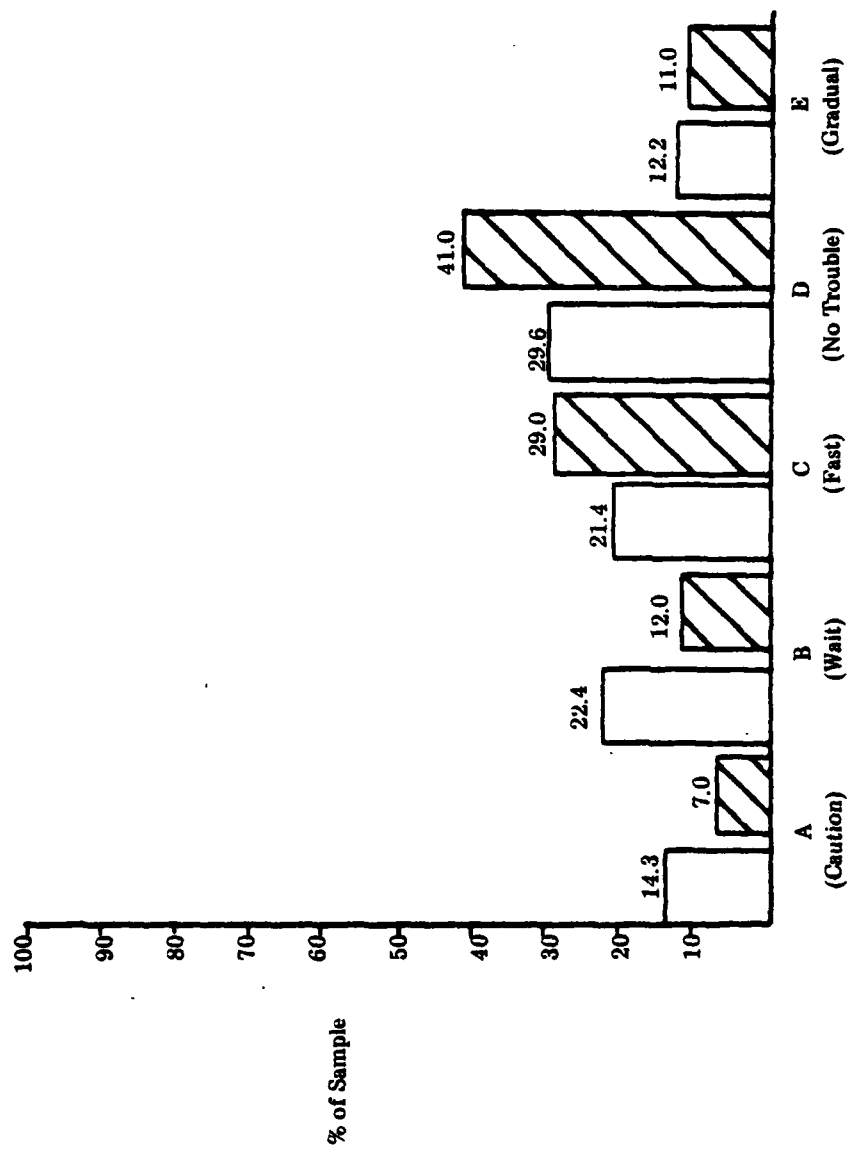


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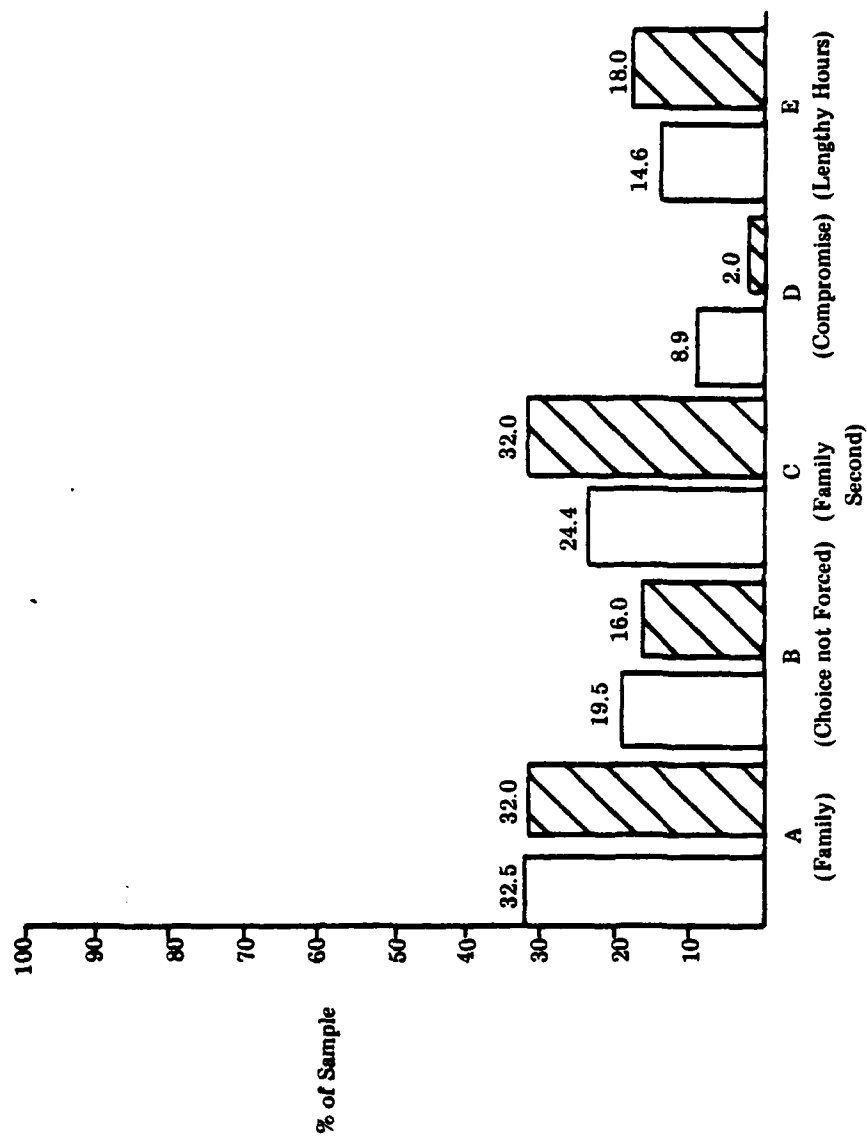




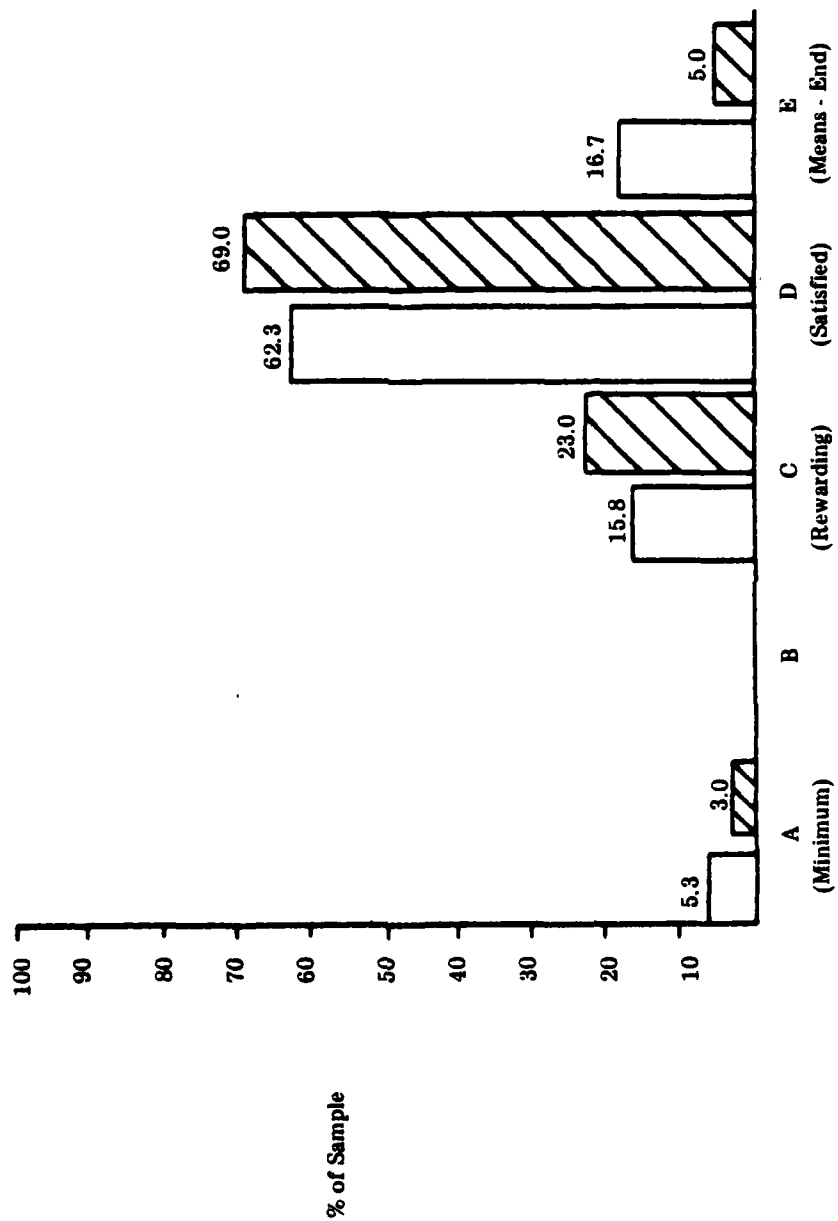
QUESTION 41 (MAVERICK)



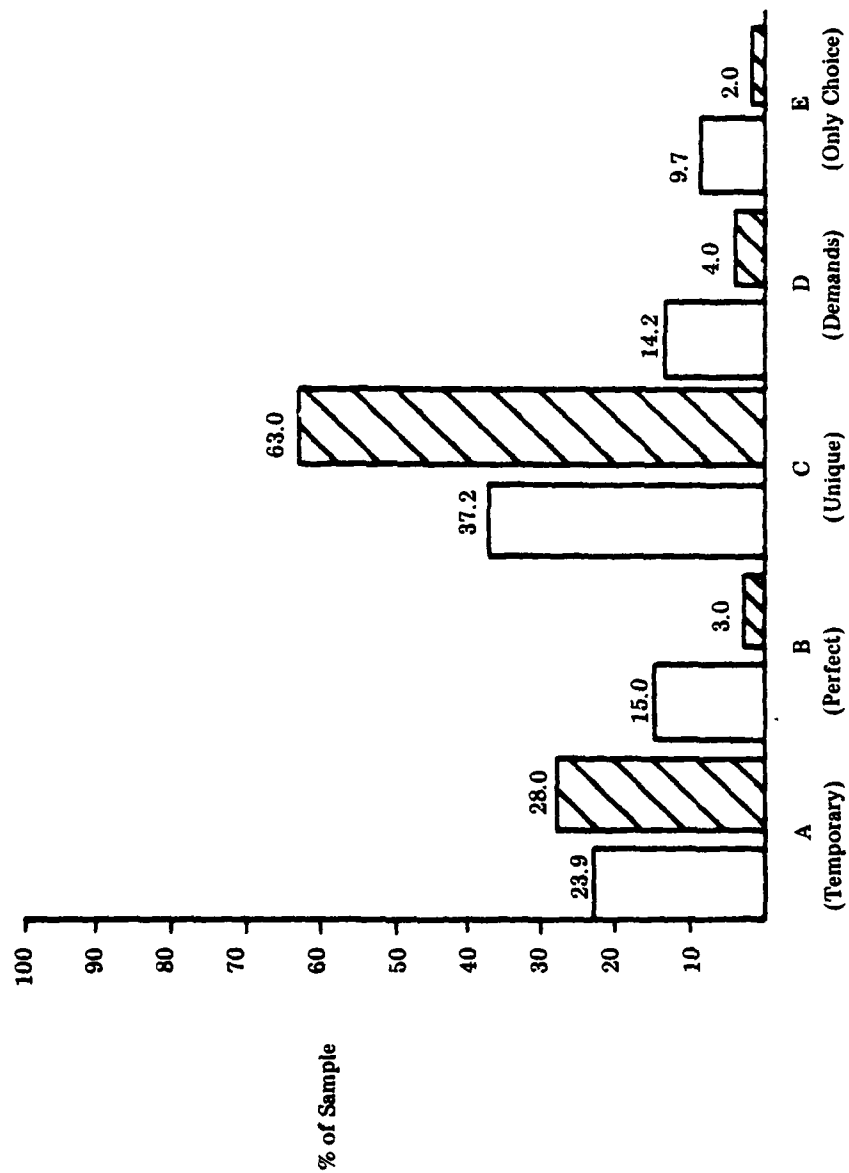
QUESTION 42 (PROMOTED)



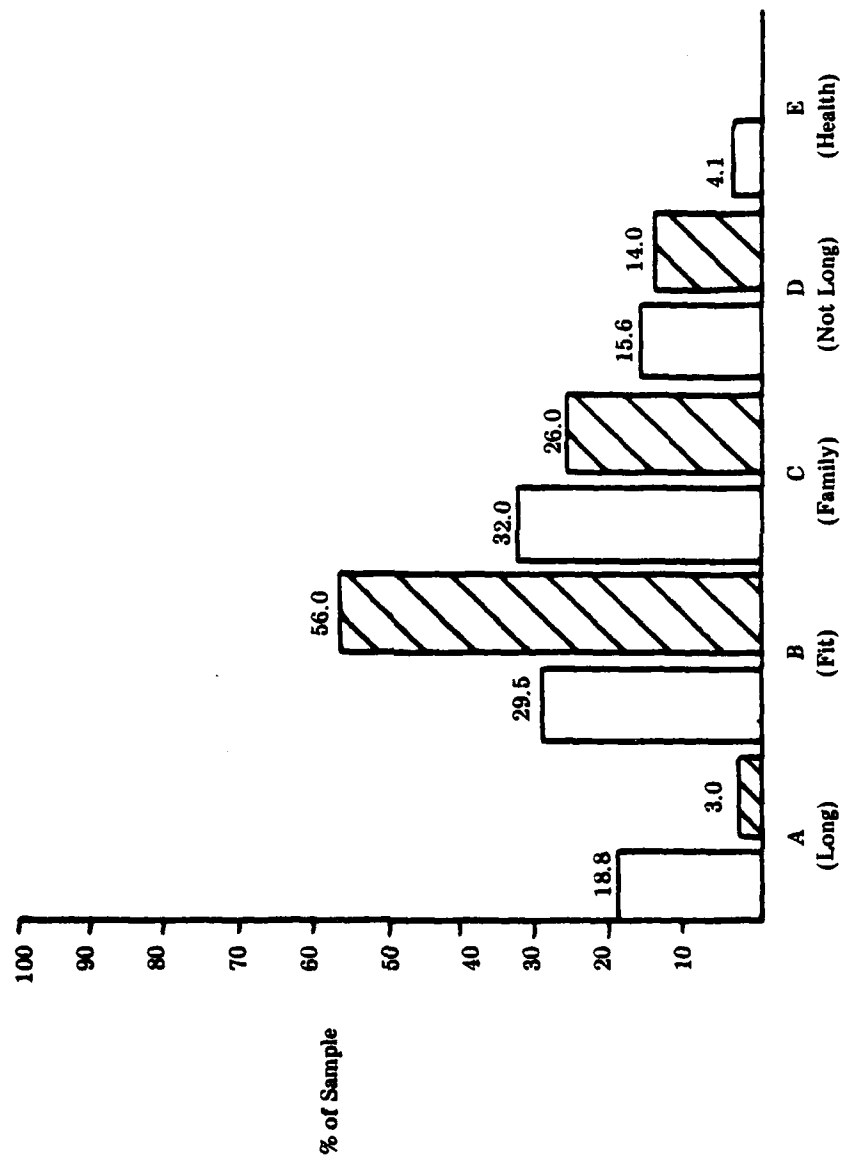
QUESTION 43 (RELATION)



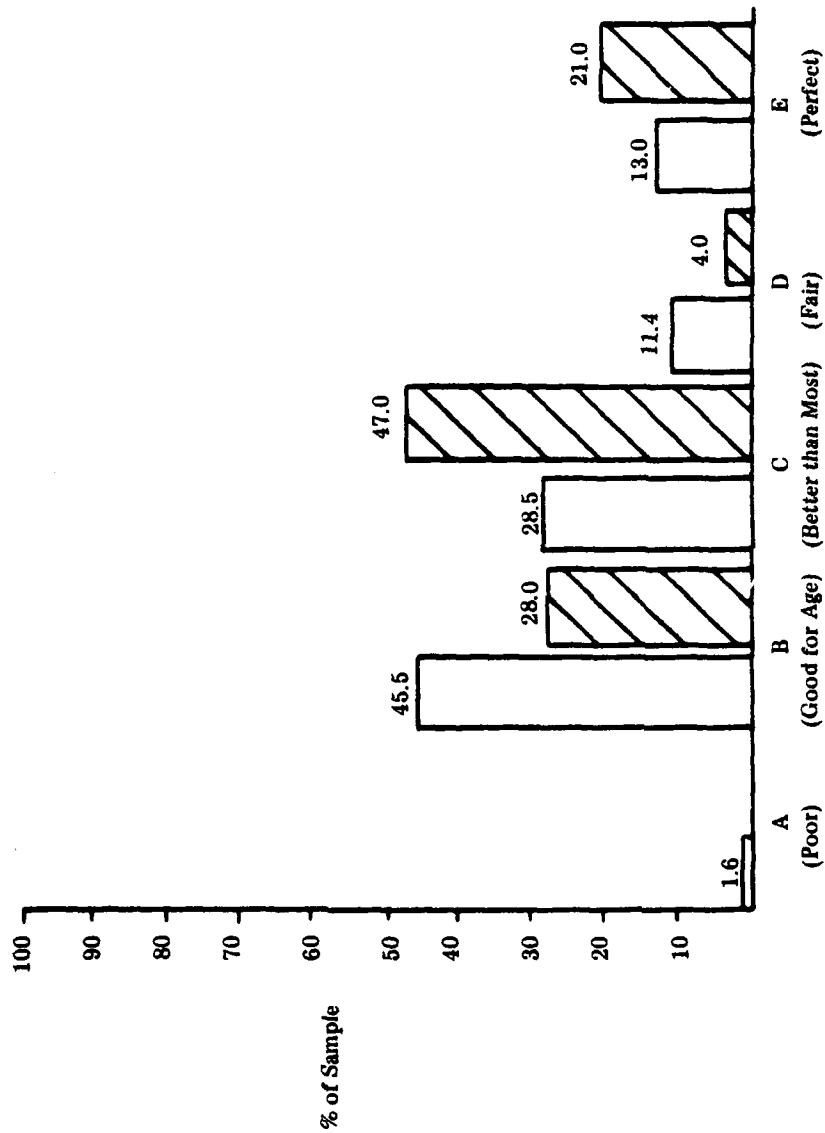
QUESTION 44 (UNDESPOS)



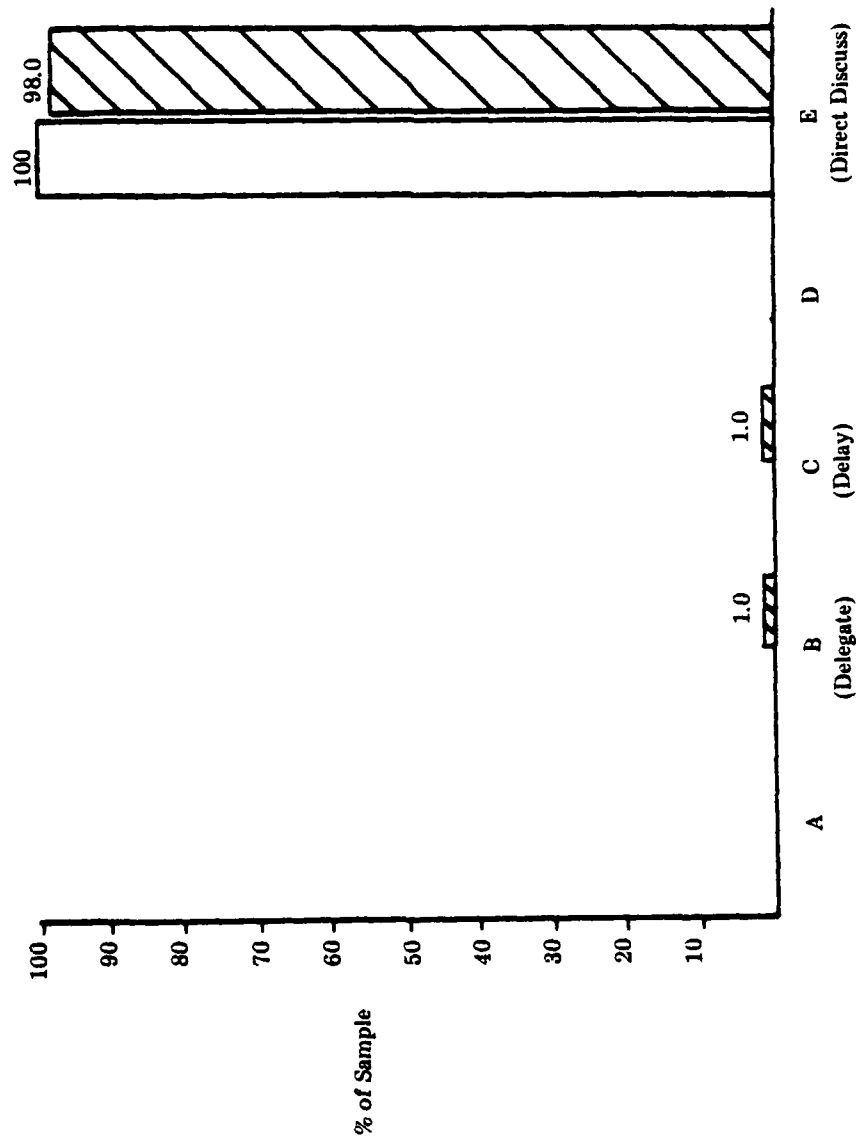
QUESTION 45 (ASSIGN)



QUESTION 46 (LEAVE)

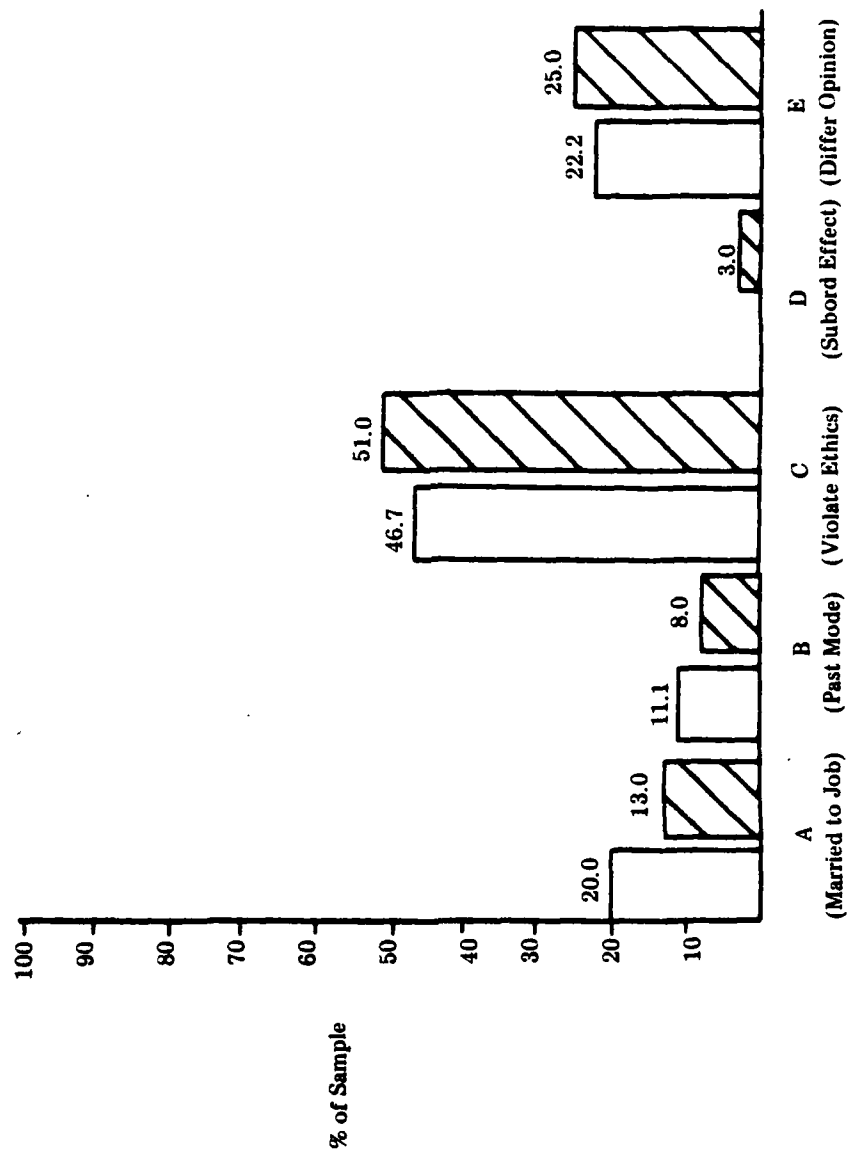


QUESTION 47 (HEALTH)

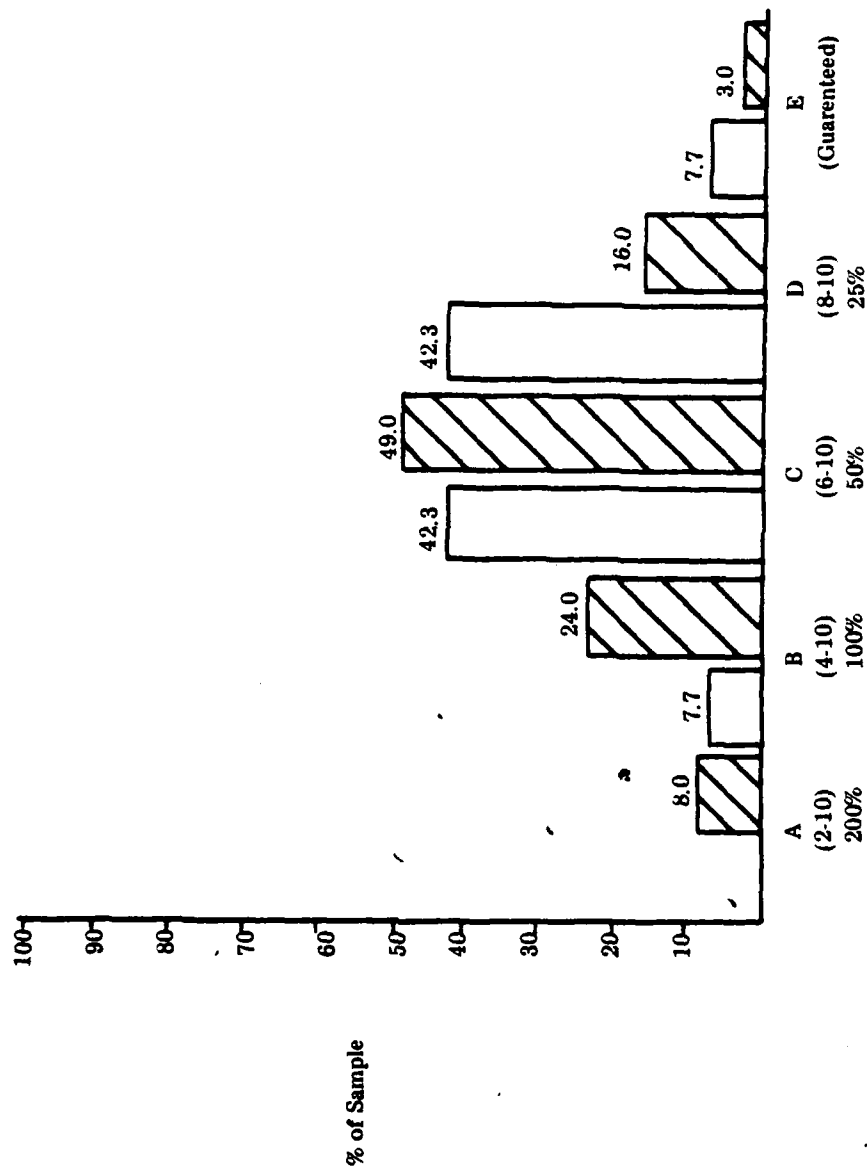


QUESTION 48 (FIRE)

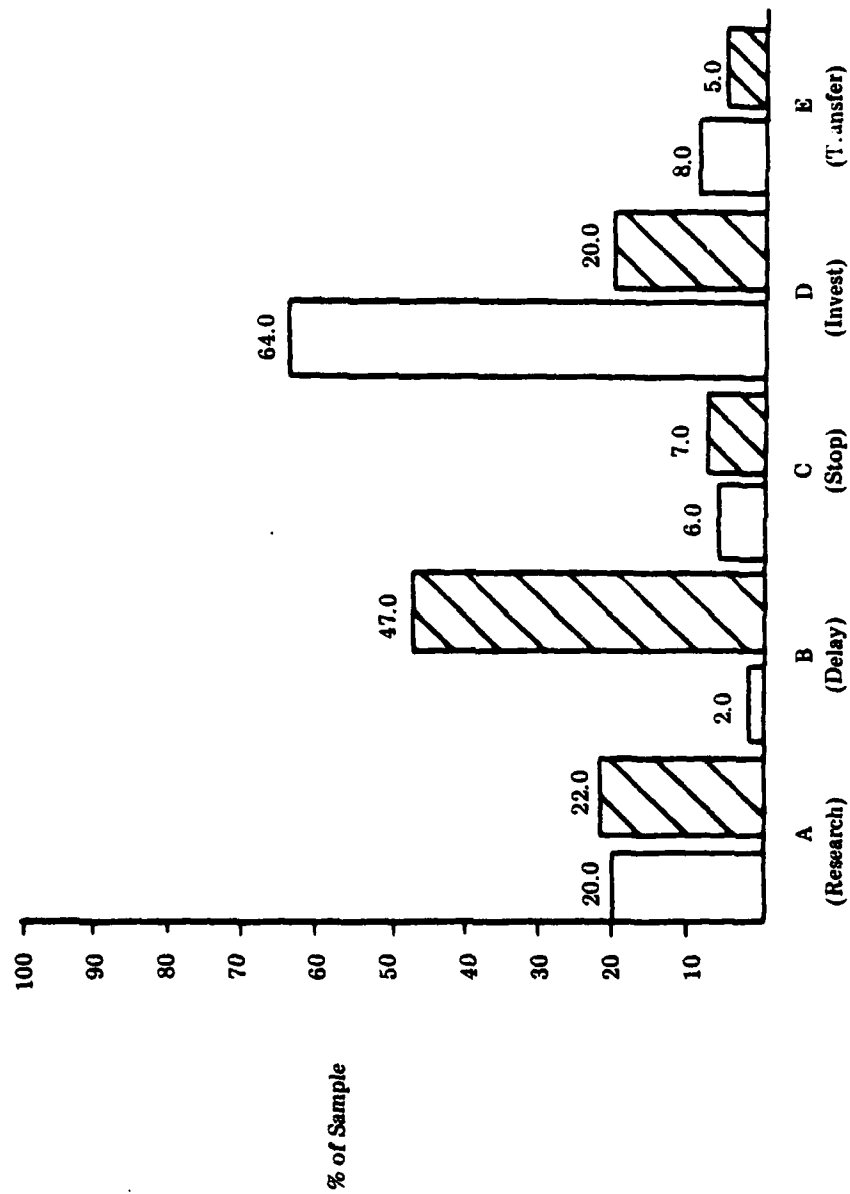




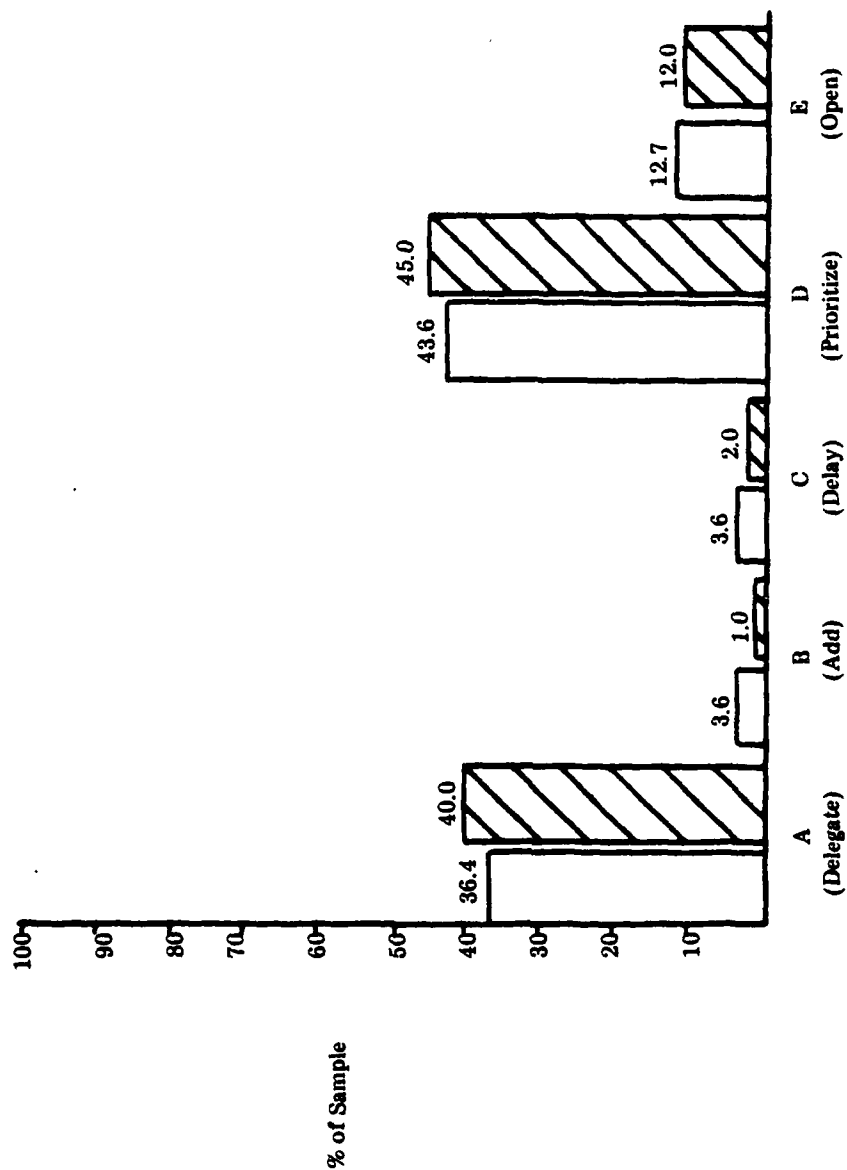
QUESTION 49 (CONFLICT)



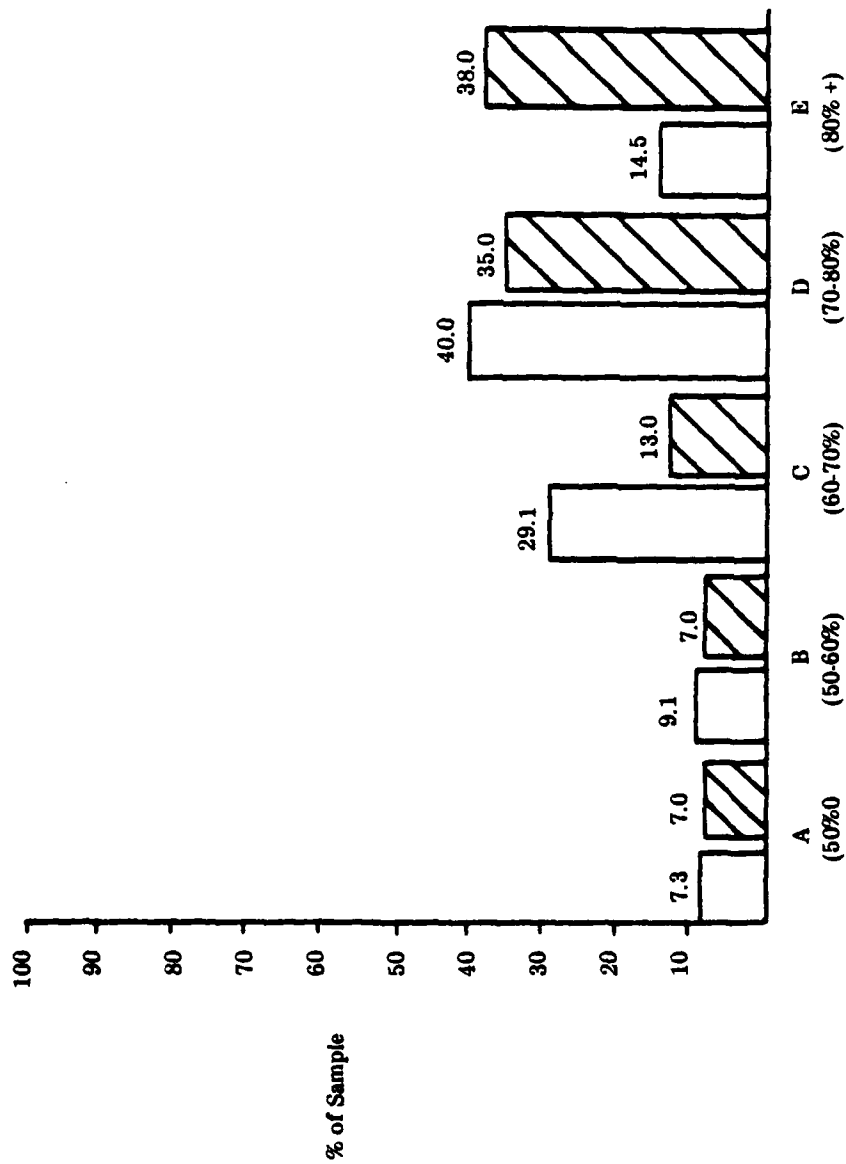
QUESTION 51 (ADVISE)



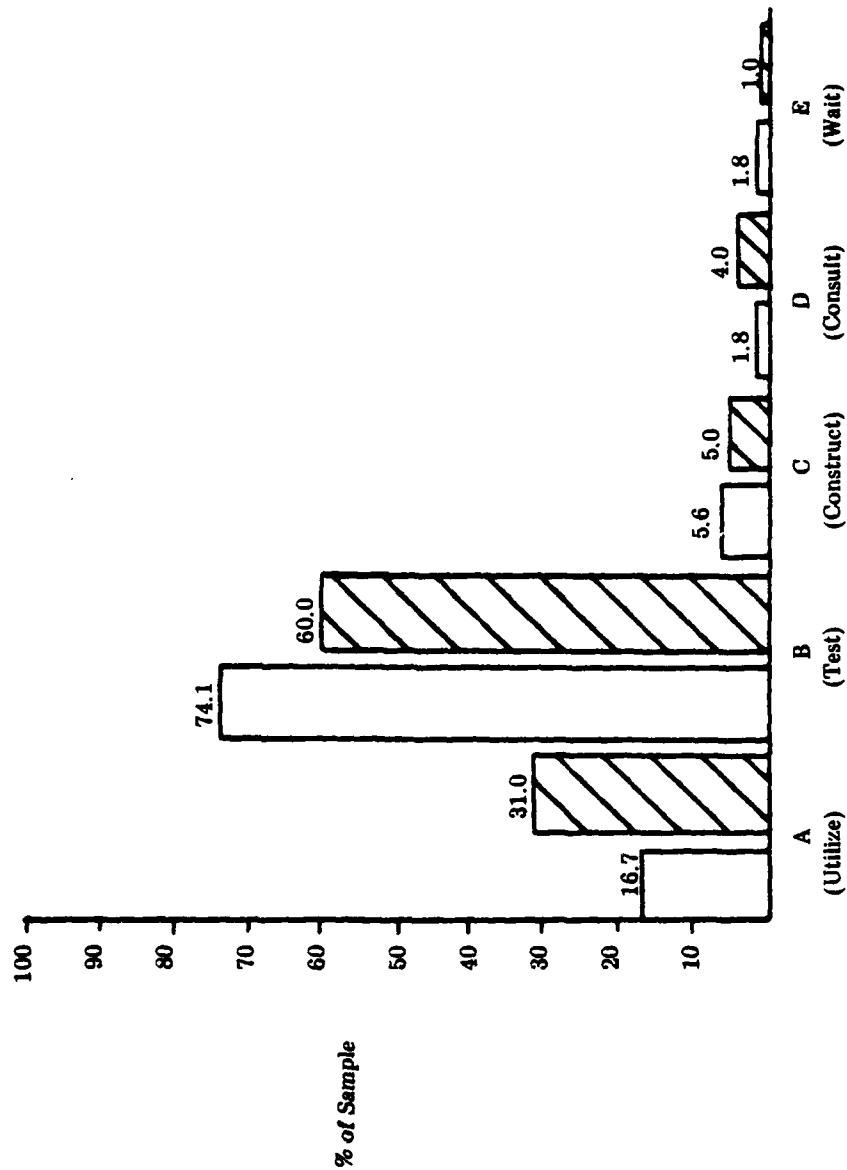
QUESTION 52 (PROCURE)



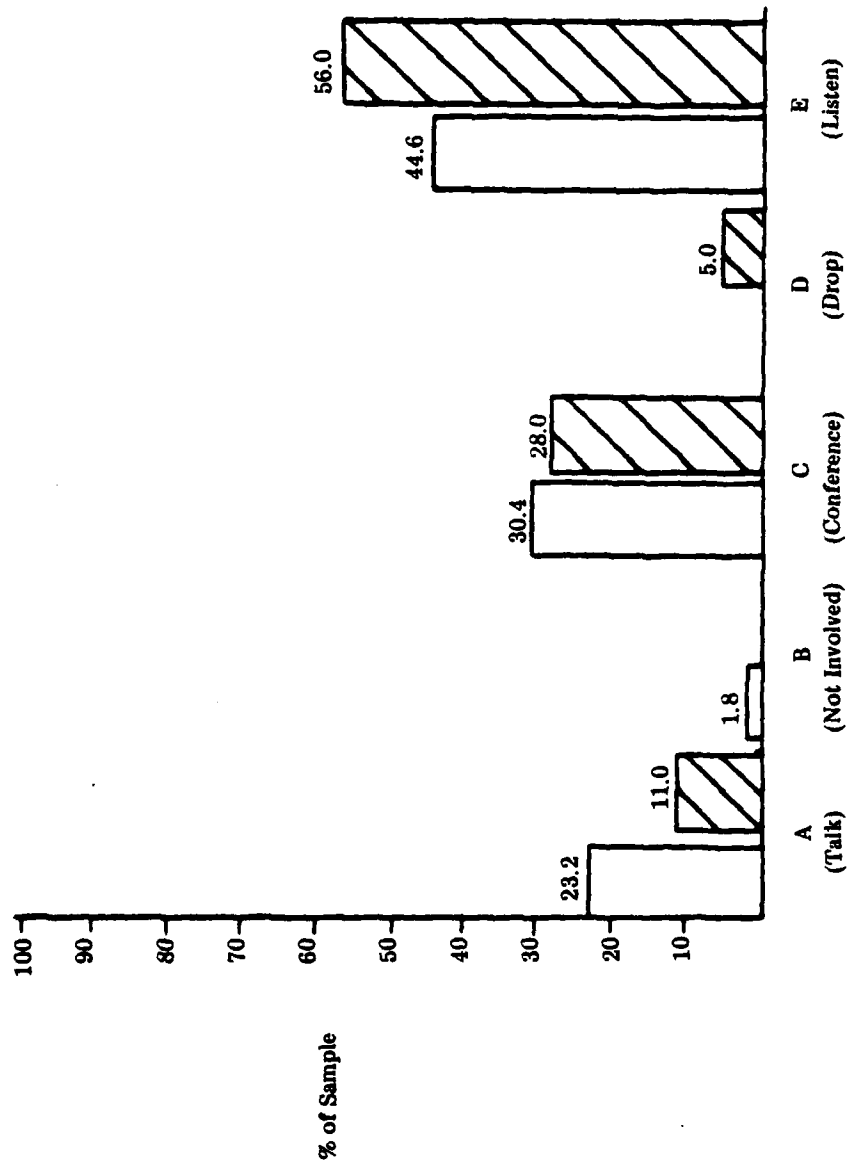
QUESTION 53 (PRESSURE)



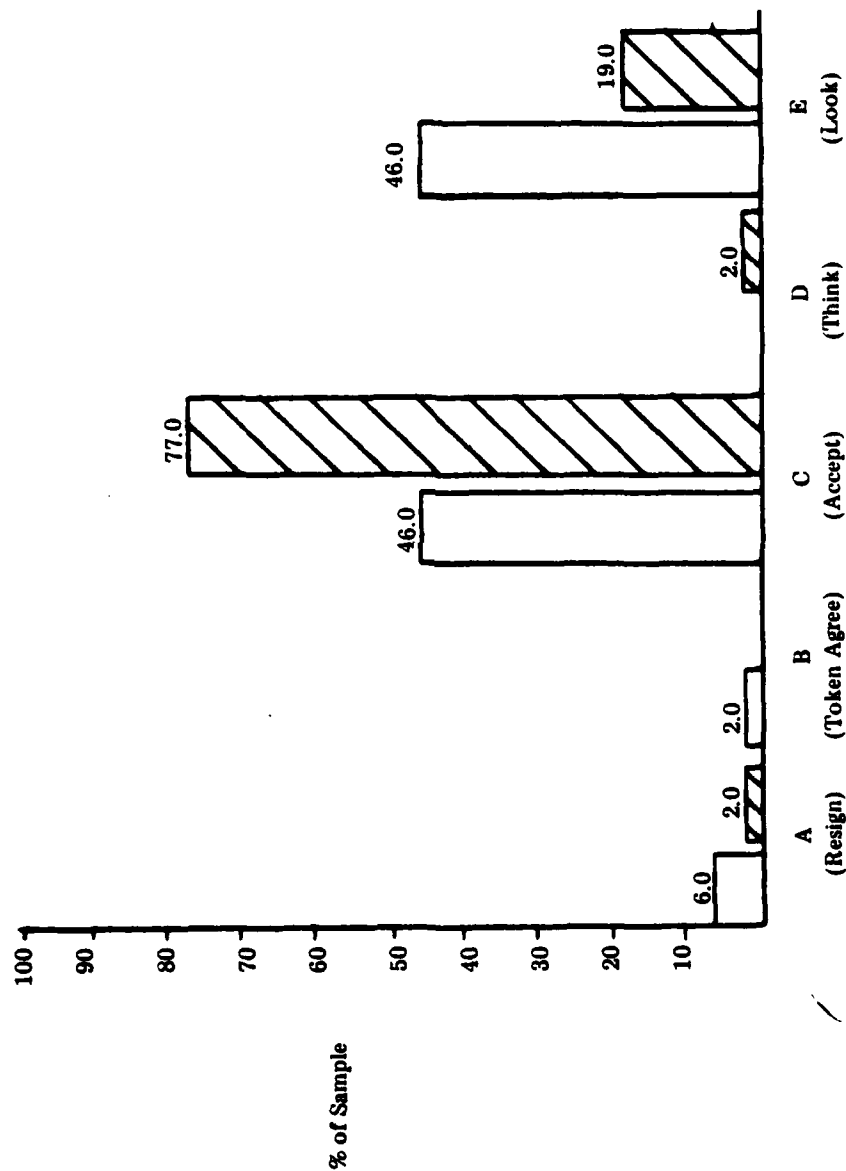
QUESTION 54 (CORRECT)



QUESTION 55 (MATERIAL)

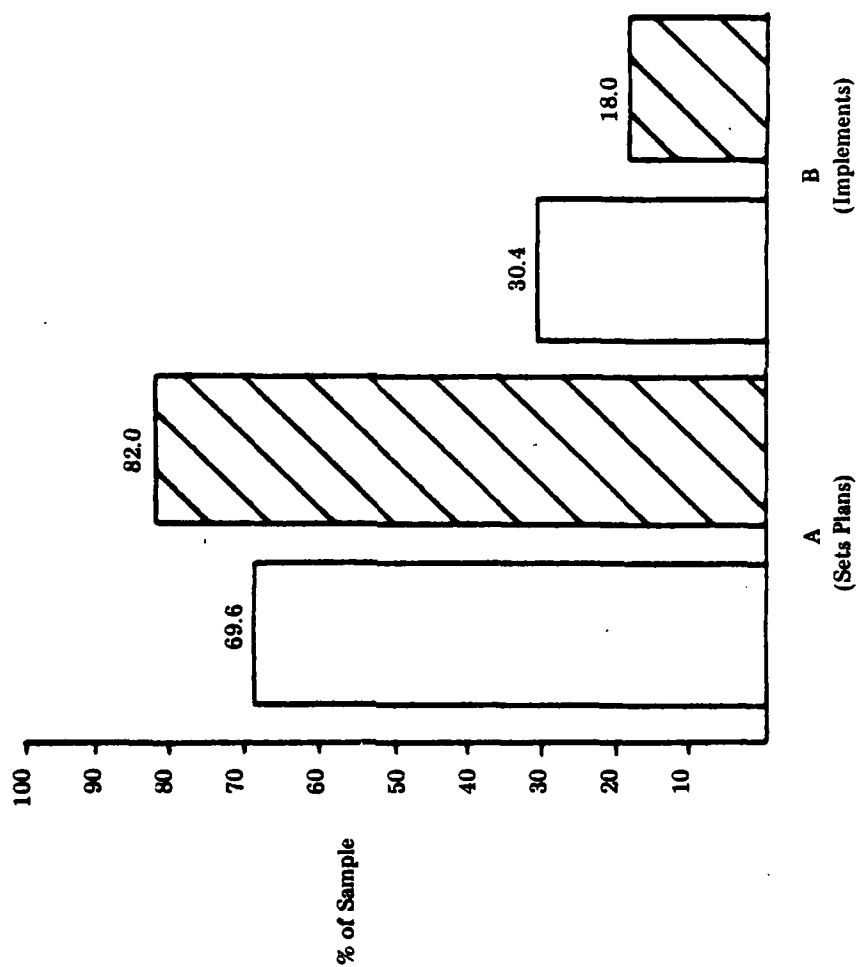


QUESTION 56 (FIGHT)

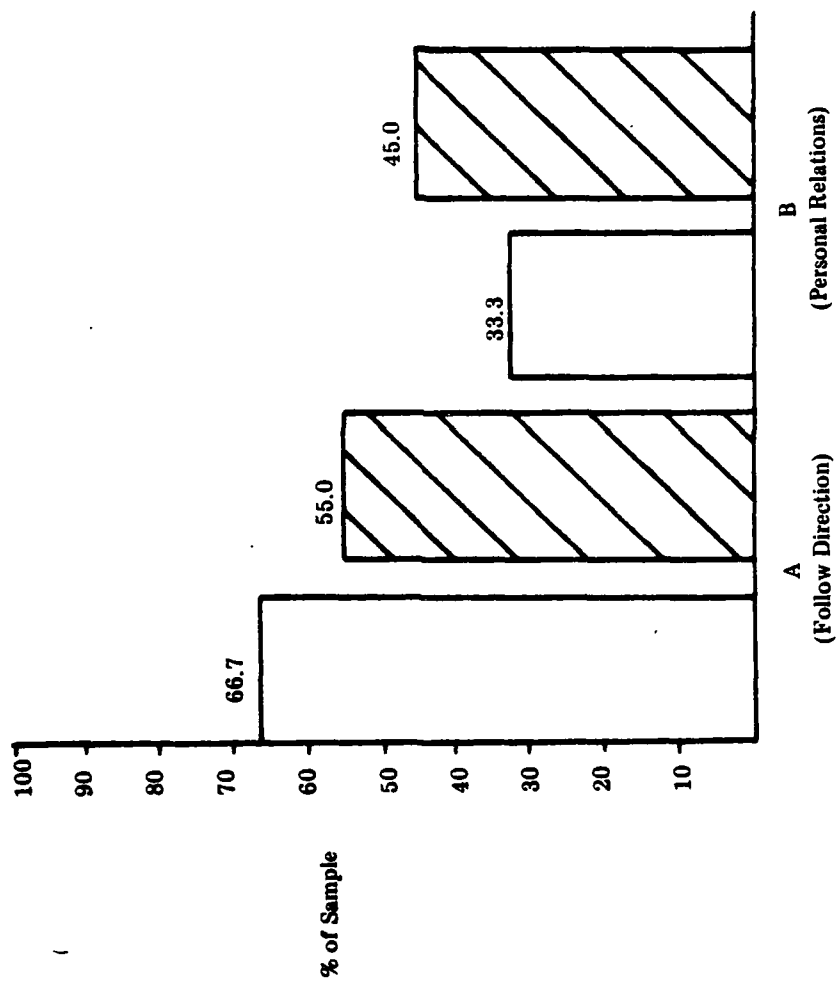


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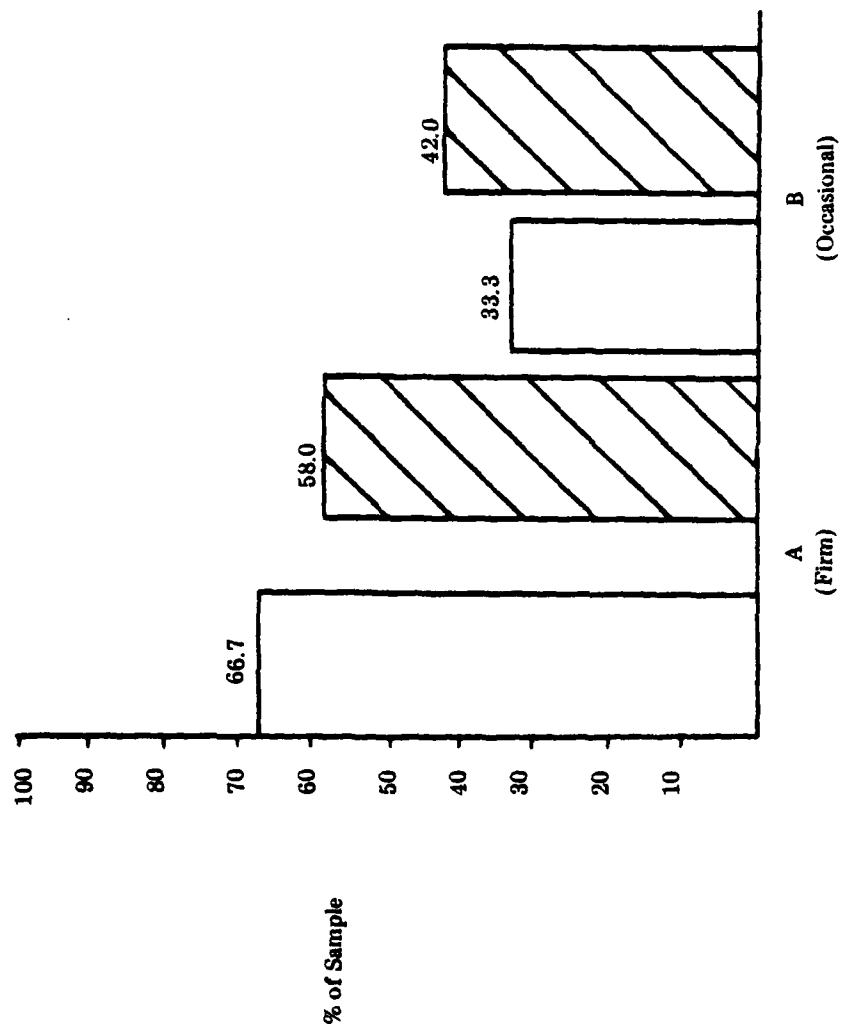




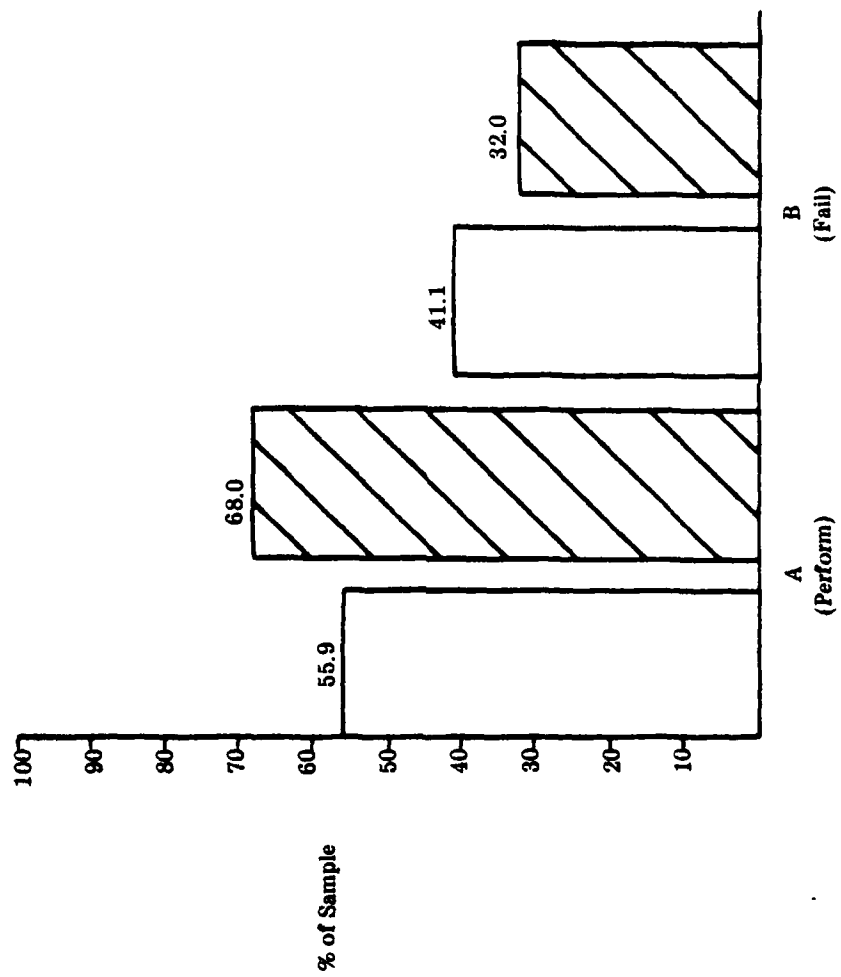
QUESTION 58 (SUBORD)



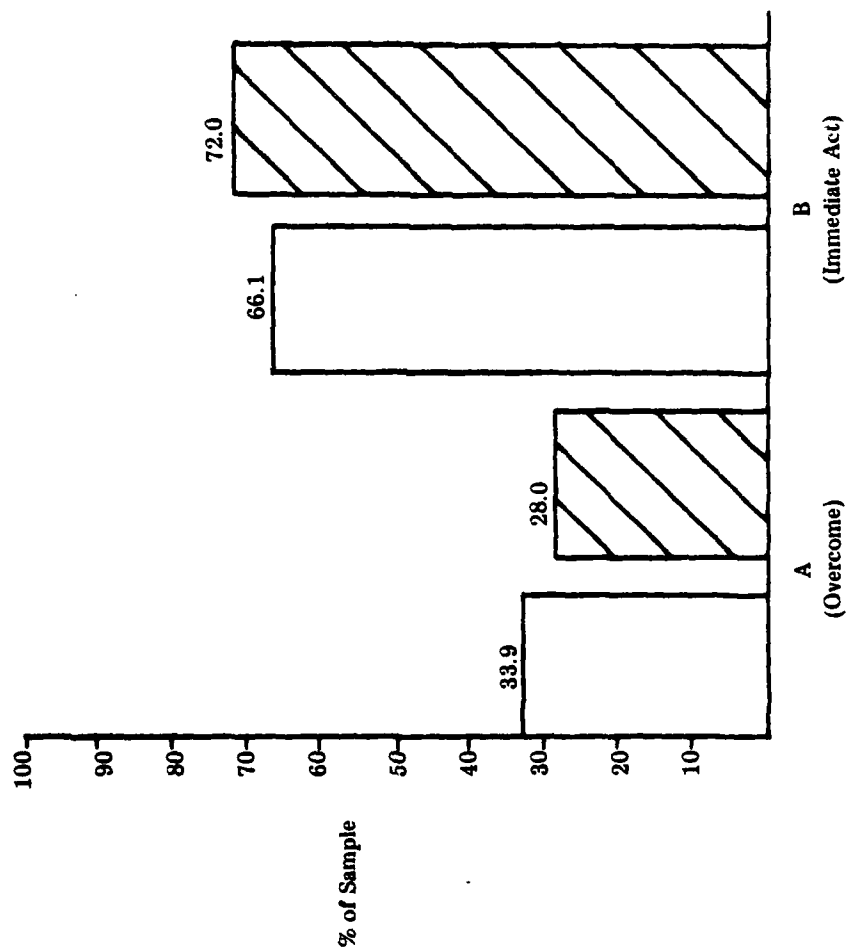
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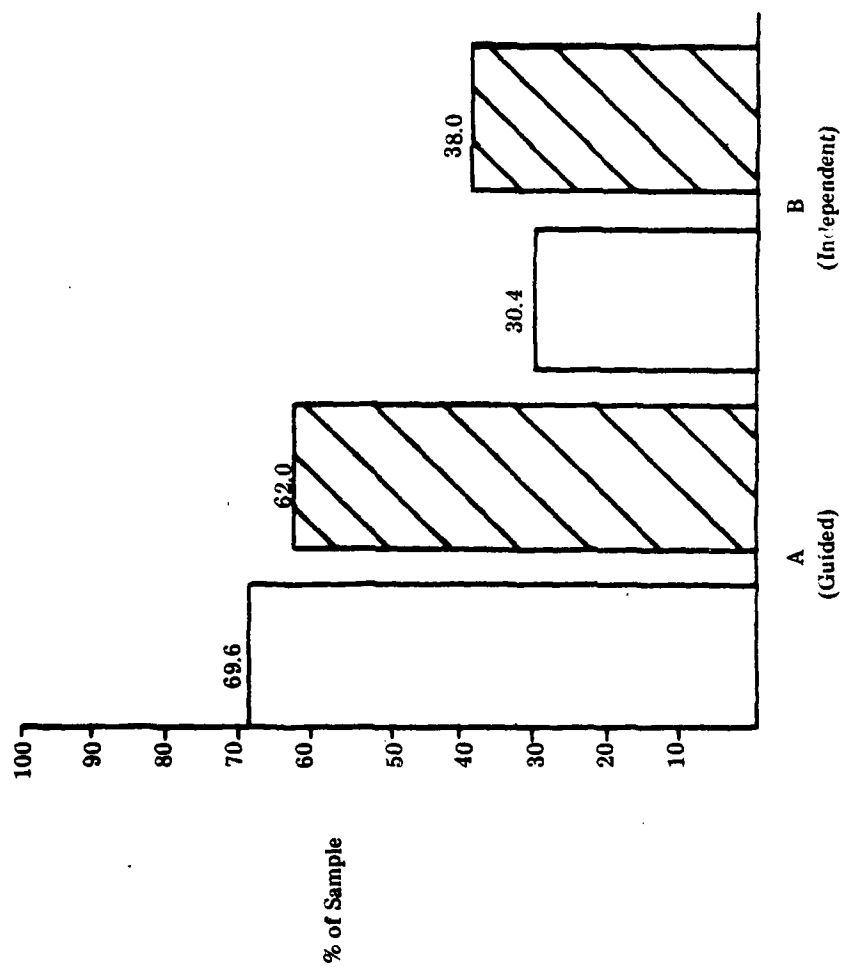


QUESTION 60 (DISCIPL)

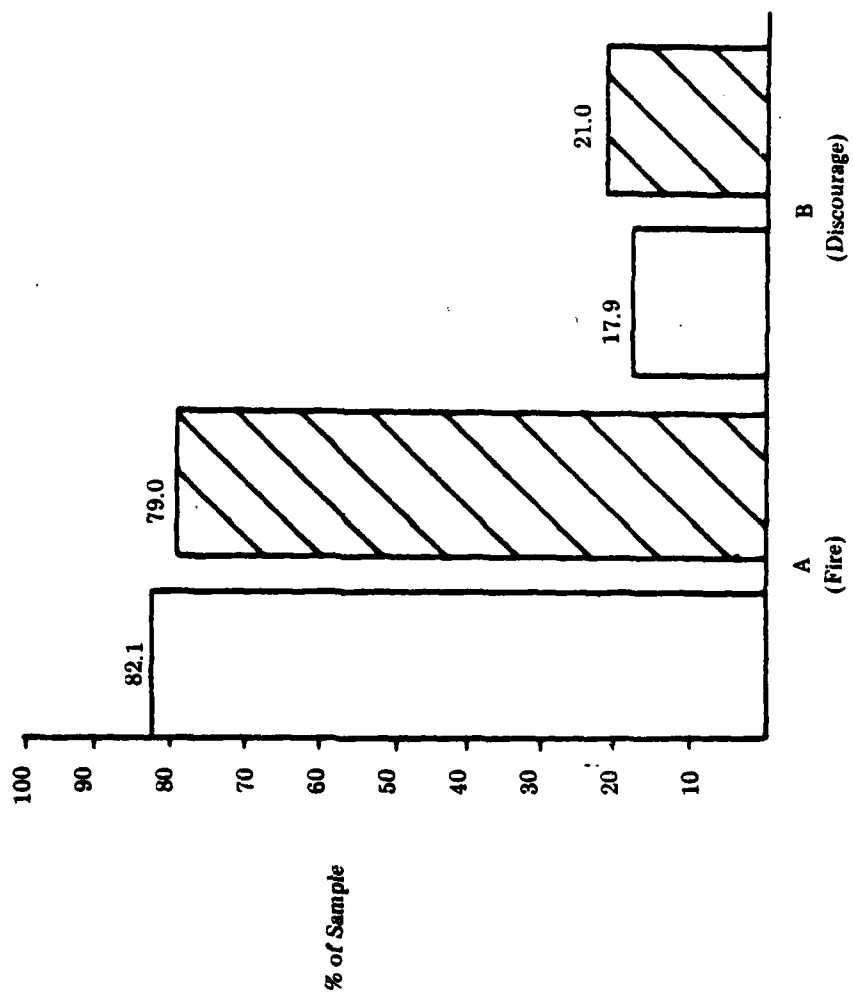


QUESTION 61 (PERFORM)

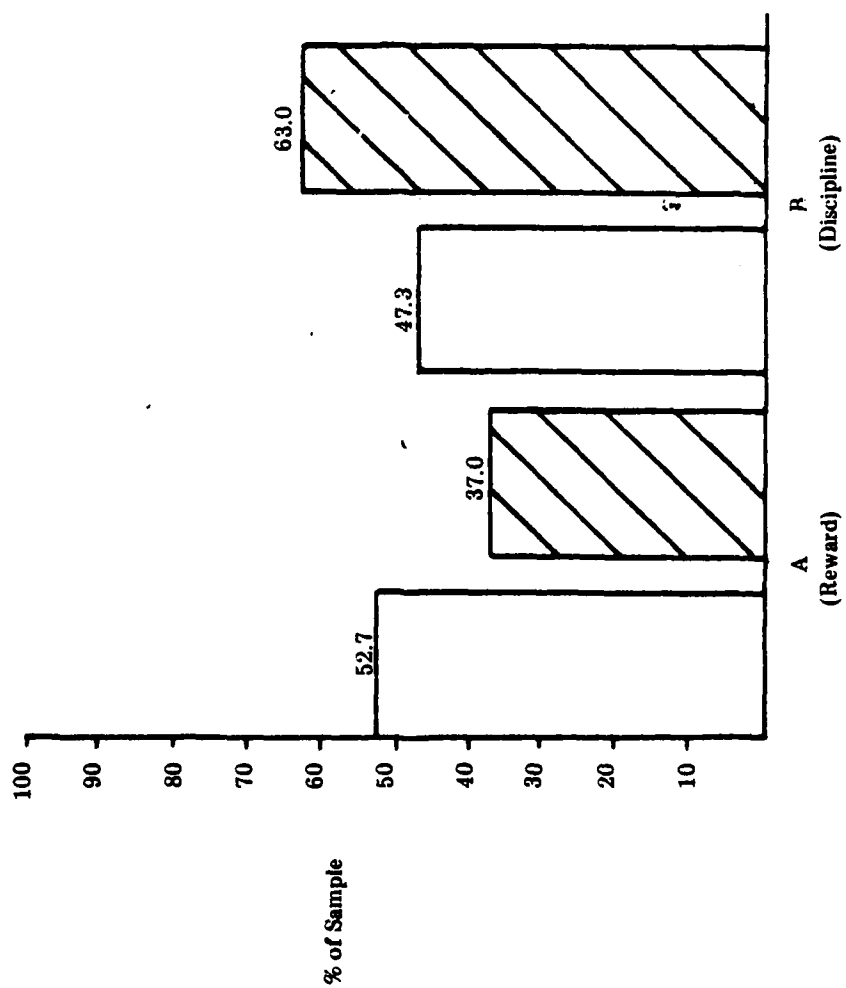




QUESTION 63 (PERSUADE)



QUESTION 64 (HARMONY)



QUESTION 65 (PUNISH)



## B. ANALYSIS

The primary objective of the analysis was to test whether or not there was a difference in the way top level executives (Population A) from major United States companies responded and military generals (Population B). An analysis of the data indicated that hypothesis 1 could be tested. The hypothesis was:

Hypothesis 1: There will be no statistical difference in the way today's Army General responds to given questions as compared with top executives in the private sector of the 1976 study.

Hypothesis testing was also accomplished on each question within the instrument as well as on aggregate questions which made up capacity indicator groups. The tests were done using the Chi-square method which will be explained next.

## C. TEST USED AND SIGNIFICANT FINDINGS

The non-parametric, Chi-square, statistical test was used to test hypothesis on capacity indicator groups between executives in the civilian sector and the Army generals in our population. Application of these tests determined the acceptance or rejection of each hypothesis at the .05 level of statistical significance. The Chi-square formula used along with individual question computations is contained in Appendix D.

The results from comparing the two populations against the fourteen capacity indicators are shown in Table 1. This

TABLE 1

## Comparison of Population Executive and Army General

1	2	3	4	5
<u>Capacity Indicator</u>	<u><math>\chi^2</math></u>	<u>Degrees of Freedom</u>	<u><math>\chi^2</math> at 95%</u>	<u>Comparison</u>
1. Desire for Power	16.38	7	14.07	Difference (more)
2. Rewarding Family Life	37.62	7	14.07	Difference (more)
3. Ability under Stress	20.51	5	11.07	Difference (more)
4. Ability to Manage Time	50.87	11	19.68	Difference (less)
5. Health	28.83	4	9.49	Difference (more)
6. Communicative Ability	134.15	17	27.59	Difference (more)
7. Decision Making Capability	76.63	18	28.87	Difference (more)
8. Psyche/Status	40.52	8	15.51	Difference (less)
9. Job Security	43.95	3	7.82	Difference (less)
10. Reaction to Conflict	10.03	6	12.59	Same
11. Courage to Commit Resources	82.33	11	19.68	Difference (more)
12. Intuition	16.03	4	9.49	Difference (more)
13. Innovativeness	76.23	20	31.41	Difference (more)

table indicates that the Army generals responded similarly to executives only on the capacity indicator, Reaction to Conflict. They differed in all other indicator classes tested. The capacity indicator, Mobility, was not tested due to organizational differences between the selected populations.

Although the responses were significantly different in twelve of the thirteen capacity indicator groups, tests done by specific questions show the Army generals and executives responding the same on fourteen specific questions. Those questions were:

Q. 27	Q. 40	Q. 56	Q. 63
Q. 30	Q. 49	Q. 60	Q. 64
Q. 31	Q. 53	Q. 61	
Q. 39	Q. 55	Q. 62	

Table 1 is divided into five columns. The explanation of these columns is as depicted below:

Column 1 - Capacity indicator class.

Column 2 -  $X^2$  values resulting from comparison of total scores of population "Executives" against population "Army Generals" in each capacity indicator class.

Column 3 - Degrees of freedom. The number of degrees of freedom is the number of responses minus one per question in each capacity indicator group.

Column 4 -  $X^2$  value of which the difference between populations "Executives" and "Army Generals" is assured at the 95% confidence level. This figure came from the Chi-square tables.

Column 5 - The populations are different when Column 2 is greater than Column 4, and the same when Column 2 is less than Column 4. The term in parentheses denotes which direction the generals differ in their responses.

#### D. ARMY GENERAL PROFILE

The following depicts a profile of today's Army General as gathered from selected data within the survey instrument. It is only intended to give the reader a brief synopsis of some biographical data using the model and mean categories.

##### 1. Position

Thirty-seven percent of those generals who responded entered their duty position as Commander. Another 30% responded that they were heads of a staff or in another staff position.

##### 2. Age

Fifty-three percent of the survey population fell between the ages of 49 and 54. The mean age was 50.

##### 3. Sex

Ninety-eight percent of the respondents were male.

##### 4. Height

The mean or average height of the generals returning the survey was 5 feet 11 inches. Fifty-four percent of the population were between 5 feet 10 inches and 6 feet tall.

##### 5. Weight

42.7% of the generals are between 166 and 185 pounds with the average weight being 175 pounds.

6. Race

Ninety-three percent of all respondents were white.

7. Education

Sixty-three percent of the population had a masters degree with 11% having doctorates. Thirty-eight percent of all degrees fell in the soft science category.

8. Marital Status

Ninety-two percent of the generals were married and had been married only one time.

9. Spouse Education

Thirty-one percent of the spouses had 16 years of education with an actual mean of 14.6 years of education.

10. Years in the Army

The average time in service of the generals was 28 years with 13% having 27 years.

11. Religion

Sixty-four percent of the respondents were Protestant and 84% had not changed their religious preference.

12. Father's Occupation

The numbers in this section were well distributed with 23% of the generals' fathers falling into the white-collar job category. An actual count of 42 fathers were retired from the military.

13. Organizational Membership

Forty-eight percent of the generals belonged to three or four organizations.

14. Source of Information

Eighty-five percent of the generals either gathered their information from personal experience or their staffs.

15. Health

Forty-seven percent responded that they were in better health than most people of their age with 21% saying they were in perfect condition.

16. Would Work for Less Pay

Fifty-three percent said they would not work for less pay and of those 19% said so because they felt they were worth what they were being paid.

E. NARRATIVE EXCERPTS FROM THE QUESTIONNAIRES

The following are written comments which were included in the questionnaire. Section 1 provides general comments and Section 2, the comments made about specific questions.

1. General Comments

"I would answer many of these questions in a different way were I a subordinate member of an organization that relies on consensus rather than the commander of a Combat Division that must respond promptly to orders."

"Command and Management are entirely two different things."

"Your assumption that I am successful may be in error."

"One simply cannot simplify management decisions to the extent of a questionnaire."

## 2. Comments on Specific Questions

### a. Question 25

Which of the following best describes what you usually do in making important decisions?

- A. Make the decision and inform your boss later.
- B. Make the decision as if it were a routine matter.
- C. Put the problem up to those affected by the decision.
- D. Decision-making is not my responsibility.
- E. Take time to check with your boss.

"This is a loaded question. Within my area of responsibility I make most decisions on a routine basis. If important means sensitive or has a broad impact, then I coordinate usually with those affected as well as my boss."

### b. Question 27

Indicate the frequency with which your subordinates, peers, and/or superiors came to you in the past month for work-related information which was not a function of your position.

- A. 1 - 3
- B. 4 - 7
- C. 8 - 11
- D. 12 - 16
- E. 17 or more

"Just not relevant; everything is related to my position."

"Difficult to be work related without being my function."

"As a commander I'm responsible for everything."

### c. Question 35

If No, why not?

- A. Money is very important to you.
- B. You are worth what you are being paid.
- C. For your unique skills, you will not work for less than your present salary.
- D. Money is not a direct concern to you, but it is important to your family.
- E. Present earning power is necessary to provide a portfolio for future security.

"Salary is now capped. I am apparently worth more than I am being paid."

"Salary is tied directly to grade and this job could not be done effectively by other than a general officer."

"I'm worth a hell of a lot more."

d. Question 38

Of the situations given, which of these best describes your work routine?

- A. You have time in your daily routine to spend time on the unexpected.
- B. As a general rule, your daily schedule is very heavy.
- C. If it were not for your subordinates taking up a good part of your time, you would have more than enough time to expand your involvement in the organization.
- D. You have no difficulty with the management of your time since you set a fixed and precise daily schedule, allowing time for your seniors, subordinates, and whatever is left belongs to you.
- E. You are concerned with the amount of time you have to spend at the office because you feel your superiors interpret this as an indicator of ineffectiveness.

"My routine is to handle the unexpected."

e. Question 39

You are about to propose a new policy which you feel is good for the organization. You intuitively believe, however, that you will have difficulty convincing certain segments of the organization. You are further aware that unless you receive almost across-the-board concurrence, it will be difficult to convince your boss to implement the policy. How would you go about "seeing to it" that your policy is accepted?

- A. Work around the opposition, by going directly to your superiors and attempt to convince them of the need for your proposed policy.
- B. Determine who your supporters are and seek their assistance to favorably impress the opposition.
- C. Specifically, identify those individuals who are opposed and attempt to convince them individually.
- D. Ignore the opposition and continue with your new policy changes.
- E. Postpone introduction of the policy change and wait for better timing.



"The boss hires me to run the organization, don't often have to convince him."

"Both B & C must be used. It's necessary to consolidate your support or it may not be there when you need it."

f. Question 40

As a decision-maker:

- A. You accept success and failure equally.
- B. When you have failed, you have accepted the consequences and continue on as before.
- C. When you fail, you accept the consequences and will analyze the causative factors thereto. Such a setback will not deter your future efforts.
- D. Your aim is to always succeed no matter what procedures or methods must be employed to accomplish your objectives.
- E. You are successful because you thoroughly investigate the parameters surrounding the decision about to be made.

"I never fail."

g. Question 42

If you have just been promoted two levels above your present position, you would function at this new level:

- A. By proceeding cautiously before making decisions.
- B. By waiting to gain confidence and with additional experience make decisions faster than when initially assigned.
- C. With no delay in decision-making because earlier training and experience adequately prepared you for this increased responsibility.
- D. Because in the past when assigned to a new or unfamiliar area, you had no difficulty in commanding the new job and therefore, would anticipate no delay in decision-making now.
- E. By growing into the job gradually because of the scope of the position.

"The main thing is taking the time to decide on the strength of your subordinates."

h. Question 43

As you reflect on your career, judge the present, and postulate about the future regarding the relationship with your family, family responsibilities and demands of your present position, how would you best describe the way in which the relationship exists or developed?

- A. Family responsibilities were/are not neglected since a mutual bond of understanding developed as you proceeded through your career, wherein the family was/is supportive of your professional goals.
- B. Your family has/did not place you in a position wherein you had to choose between family or professional goals.
- C. Family obligations occasionally have taken a secondary position if your professional goals and requirements of your job were to be attained. However, you attempted to make it up to the family whenever the occasion(s) allowed.
- D. You attempted to make a compromise decision between the family and the job, but rarely sacrificed the family.
- E. Sometimes, demands of the job, i.e., time sensitive issues, demanded that you put more hours on the job than you would like.

"I have sometimes neglected my family more than I could have liked."

i. Question 44

In a position that you feel is not exactly what you want:

- A. You do whatever is required and receive what you believe to be only minimal personal or professional satisfaction from the results of your efforts.
- B. You consider the results of your efforts to be negligible and, in fact, believe your efforts to be "dog work."
- C. You consider your efforts to be professionally and personally rewarding even though you are not completely happy with your present position.
- D. You have, in retrospect, almost always derived personal satisfaction from your job regardless of your personal feelings toward the assignments.
- E. You do what is required, knowing or hoping that the present assignment or occupation is only a means to an end.

"Never had one."

"Never been anywhere or had a job I didn't like."

j. Question 45

You accept a specific assignment:

- A. Thinking or knowing that it would be only a temporary assignment, carrying with it a promise or possibility that a better position would be available in a reasonable time.

- B. Realizing that it was exactly what you wanted to do and had no desire for higher levels of aspiration.
- C. Because of your specific or unique skills that were desired by the organization, who was willing to award you commensurate with your proven abilities.
- D. Because of your unique skills that were desired by the organization but you also set your remuneration specific demands.
- E. Because there were no other positions available or opportunities that suited you.

"Really because it is what the Army needed and wanted. It has never detracted from my career goals."

k. Question 49

Select the one situation which causes you the most conflict:

- A. Your family accuses you of being married to your job, and demands more time with you.
- B. You have been directed to reorganize your activity to a mode you objected to in the past.
- C. Your organization expects you to violate your personal ethics.
- D. Your subordinate directly countermands your directions, however, his actions have led to increased effectiveness.
- E. You have a difference of opinion with your next higher command on the goals and objectives of the organization you head.

"None of these apply. The one situation which causes me the most conflict is a subordinate who fails to plan ahead and is not sensitive to the needs of his/her subordinates."

"I have no real conflicts."

"The situations you describe were a sore spot in my last assignment. I do not anticipate these situations in my most recent civilian assignment."

1. Question 50

Your staff of ten members disagrees with you on an issue in which you strongly believe. What is the highest level of opposition that you would tolerate before yielding to the staff?

	<u>FOR</u>		<u>AGAINST</u>
A.	0	-	10
B.	2	-	8
C.	3	-	7
D.	4	-	6
E.	5	-	5
F.	Would not yield no matter what the opposition.		

"Would I go against the staff recommendations? Yes. This happens all the time in line vs. staff relationships."

"I would do it regardless of total staff opposition."

"It would depend on who they were."

"I don't make decisions by voting."

"Depends on the issue."

"Too many variables dependent upon the issue."

"Function of respective competence, not numbers. Don't believe in voting."

"I would yield to one if he/she could convince me otherwise."

"Most difficult to answer. I have never experienced more than 10% against me."

"Depends on the issue, their understanding of it versus mine."

"Good management does not operate this way."

"The particular individual, and the regard in which I hold him counts a good deal more than adding up the numbers."

#### m. Question 51

Assume that for some reason a very close friend is forced to leave the service. Some of the organizations that he has contacted are new and although their future success is uncertain, they offer potential salaries above that which he is now receiving. Indicate which company you would advise your friend to join.

CHANCES FOR COMPANY SUCCESS

PROSPECTIVE SALARY INCREASE

A.	2 in 10	200%
B.	4 in 10	100%
C.	6 in 10	50%
D.	8 in 10	25%
E.	Survival Guaranteed	0%

"Would not advise a friend. It is his/her decision."

"I wouldn't presume to do so."

"The nature of the job with its potential for fulfillment of that particular individual's motivations counts for a good deal more than the two criteria from which you asked me to choose."

n. Question 54

How frequently do you feel that you have been right when faced with making decisions which are not backed by factual material?

- A. Less than 50% of the time.
- B. 50 - 60% of the time.
- C. 60 - 70% of the time.
- D. 70 - 80% of the time.
- E. Greater than 80% of the time.

"I don't make decisions without the facts, nor does any good manager."

o. Question 57

You and several others have been competing for a top military position, which you highly desired and confidently expected to receive. You were just informed that a young "tiger" has been selected for the position, and you consider him to be less competent than you. You have received a memo from the retiring individual in this position to bring the new officer up to speed. What would you do?

- A. Resign.
- B. Give token conformance and let the new officer meet the challenge on his own.
- C. Accept the assignment.
- D. Take time off to think about the situation.
- E. Accept the assignment, while looking for a position in another organization.

"It has happened to us all."

p. Question 58.

- A. I feel that accepted plans should generally represent the ideas of my subordinates.
- B. I expect subordinates to carry out plans I have prepared.

"This looks schizophrenic but I rely heavily on good subordinates, yet don't develop close personal relationships."

## V. CONCLUSIONS AND RECOMMENDATIONS

### A. CONCLUSIONS

The authors were pleased with the results from the questionnaire along with the extremely high response percentage. Even though limited research has been done with the use of situational stimuli, the writers would have to conclude that the area is wide open for further research. Specifically we would like to present the following conclusions from our research:

1. Wide differences separated the two populations studied when using situational stimuli as a means to assess potential. The populations compared were statistically different 92% of the time when evaluated by capacity indicator groups. Additionally the groups were statistically different 66% of the time when placed side by side on individual question responses. Much speculation can be made concerning these differences, however, the authors believe that the differences may be attributed to environmental factors in organizational settings within the two populations which are significant enough to affect the response patterns to the decision alternatives. Even with this in mind though, the first hypothesis of this study is rejected.

2. Although there was much variation between the two populations a ground level data base would have to be

considered established within the military environment using the previously tested data gathering instrument. In light of this, an analytical evaluation system has been developed as a possible criterion for researching top military capacity. Due to this evaluation hypothesis two is rejected.

3. Even with the variation between the populations evaluated the authors are unable to establish whether a true difference exists between the different levels within the military until further testing can be done. This testing should indicate whether top military potential can be determined through the use of situational stimuli.

#### B. RECOMMENDATIONS

Use of the questionnaire and its employment of situational stimuli as a tool in identifying top leaders within the military proved beneficial. The study did what the authors anticipated but more work needs to be done. We, therefore, make the following recommendations for follow-on research:

1. Administer the questionnaire to other ranks within the military establishment in determining respective base lines of these groups.
2. Dispense the questionnaire to cadet officers in Army R.O.T.C. program or cadet officers in the Academy for establishment of base line data in these areas.
3. Compare data of the military respondents to that of the general population.



4. Formalize the questionnaires scoring system utilizing this study's population responses as base line and further evaluate the instrument with other groups that may be tested.

5. Further validate the test instrument by conducting interviews with selected members of the defined population in our study.

6. Compare the results of this instrument with those that may come from other executive identification procedures.

APPENDIX A  
LETTER AND DATA GATHERING DOCUMENT

This appendix contains the two items used to gather data for this study. The first is the cover letter adopted to introduce the questionnaire to the 495 individuals in the defined population. The second item is the questionnaire itself which was modified from previous studies to fit the population it was being administered to.

NAVAL POSTGRADUATE SCHOOL  
Monterey, California 93940

Department of Administrative Sciences

In Reply Refer to:  
NC 4(54Cf)/rba  
27 June 1981

Major General John Doe  
Commanding General  
USA Cavalry School  
Fort Hunter, OK 73503

Dear General Doe:

The purpose of this letter is to request your assistance in a continuing research program regarding successful executives in top management positions. Two Army officers are assisting me with this study. Previous data has been collected on the successful executives in the civilian community and I would now like to use this same instrument with top military leaders.

I have enclosed a short series of questions entitled "Top Military Decision-Making." This information document asks for basic yet specific situation decision choices. Your answers will provide invaluable data upon which a fundamental and unique baseline will be established. I assure you that your personal identity and individual responses will not be released. Only unidentified group information will be used in this study. The success or failure of this research effort will naturally depend upon your response.

The enclosed series of questions should take approximately fifteen minutes to answer. The document is divided into small sections with pertinent instructions prior to each division.

Thank you for your cooperation.

Sincerely,

J. W. Creighton  
Professor of Management

Enclosure

## TOP MILITARY DECISION-MAKING

INSTRUCTIONS FOR COMPLETING THIS INFORMATION DOCUMENT ARE PROVIDED BEFORE EACH SECTION.

### SECTION ONE

*Please enter the most appropriate answer in the box at the right of each question. The number preceding the solid vertical line corresponds to the question number in the appropriate box or boxes. If the question calls for a response of more than a one-digit response, please place "ONLY" one digit per box.*

	YOUR ANSWER
1. Is your present employer . . . (1) Military (2) Civilian?	1. <input type="text"/>
2. What position do you hold within your organization? (Please write out your position) If Military, please indicate position.	2. <input type="text"/>
<hr/>	
3. Location of organization? (1) New England (2) Eastern U.S. (3) Southeast (4) North Central (5) South Central (6) Northwest (7) Southwest (8) Alaska (9) Hawaii (10) Overseas	3. <input type="text"/>
4. Age?	4. <input type="text"/>
5. Sex? (1) Female (2) Male	5. <input type="text"/>
6. Height? (INCHES)	6. <input type="text"/>
7. Weight? (lbs)	7. <input type="text"/>
8. Race? (1) American Indian (2) Black (3) Oriental (4) Spanish-American (5) White (6) Other (If other, please write out) _____	8. <input type="text"/>
9. Length of time with present organization? (YEARS)	9. <input type="text"/>
10. What is your LAST level of formal education? (1) High School Diploma (2) BA (3) BS (4) MBA (5) MPA (6) Masters (7) Doctorate	10. <input type="text"/>
11. What was your major field of study? _____	11. <input type="text"/>
12. Select the most appropriate situation that describes your Marital Status? (1) Divorced (2) Divorced and remarried (3) Married (4) Single (5) Widow/Widower.	12. <input type="text"/>

13. How many times have you been married?
14. How many children do you have?  
Sons \_\_\_\_\_ Daughters \_\_\_\_\_ None \_\_\_\_\_
15. Spouse's highest level of formal education?  
(1) No Spouse (6) 15 years  
(2) Less than 12 years (7) 16 years  
(3) 12 years (8) 17 years  
(4) 13 years (9) 18 years  
(5) 14 years (10) Greater than 18 years
16. How many times have you relocated in your career thus far?  
(1) 0-5 (4) 15-20  
(2) 5-10 (5) Over 20  
(3) 10-15
17. How long have you been in the Military? (YEARS)
18. What is your religious preference? (1) None (2) Catholic (3) Jewish  
(4) Other (5) Protestant (Please indicate denomination) \_\_\_\_\_
19. Have you changed your religious preference? (1) Yes (2) No
20. If yes, how many times?
21. What is/was your father's occupation? If deceased or retired, please indicate last occupation. \_\_\_\_\_

YOUR ANSWER

13.	<input type="text"/>
14.	<input type="text"/> <input type="text"/> <input type="text"/>
15.	<input type="text"/> <input type="text"/>
16.	<input type="text"/> <input type="text"/>
17.	<input type="text"/> <input type="text"/>
18.	<input type="text"/>
19.	<input type="text"/>
20.	<input type="text"/>
21.	<input type="text"/>
22.	<input type="text"/>

## SECTION TWO

*Please answer the following questions in the present tense, i.e., how would you decide today, not how you decided in the past. Indicate your response in the box to the right of each question. The number preceding the solid vertical line corresponds to the question number in the appropriate box.*

22. Indicate the number of work-related organizations to which you hold current membership, i.e., A.U.S.A., Airborne Association, ...

- |        |                        |
|--------|------------------------|
| A. 0   | D. 5-6                 |
| B. 1-2 | E. More than the above |
| C. 3-4 |                        |

YOUR ANSWER

23. How many new friends have you made in the past year? 23. ☐
- A. No need to make new friends.  
B. 1 - 2  
C. 3 - 5  
D. 6 or more.  
E. Cannot remember exactly.
24. On the average, how many people do you see daily?  
(Excluding your immediate staff.) 24. ☐
- A. 0 - 4  
B. 5 - 8  
C. 9 - 12  
D. 12 - 16  
E. 16 or more.
25. Which of the following best describes what you usually do in making important decisions? 25. ☐
- A. Make the decision and inform your boss later.  
B. Make the decision as if it were a routine matter.  
C. Put the problem up to those affected by the decision.  
D. Decision-making is not my responsibility.  
E. Take time to check with your boss.
26. Indicate which combination of words, when placed in the following sentence, would most accurately describe you: 26. ☐
- You hear about new work-related developments \_\_\_\_\_  
\_\_\_\_\_ most of my colleagues.
- A. considerably before  
B. sooner than  
C. at about the same time as  
D. later than  
E. sometime after
27. Indicate the frequency with which your subordinates, peer, and/or superiors came to you in the past month for work-related information which was not a function of your position? 27. ☐
- A. 1 - 3  
B. 4 - 7  
C. 8 - 11  
D. 12 - 16  
E. 17 or more

## YOUR ANSWER

28. In the past year, how many non-routine, work-related projects have been completed for which you supplied the original idea? 28. ☐
- A. 0  
B. 1 - 2  
C. 3 - 4  
D. 5 - 6  
E. 7 or more
29. Which of the following do you tend to rely upon most heavily as a source of initial information for work-related projects and/or problems? 29. ☐
- A. Literature - books, manuals, dissertations, and other items which are not published on a regular basis.  
B. Vendors - representatives of, or documentation generated by suppliers or potential suppliers.  
C. Personal Experience - ideas which were previously used by yourself in similar situations and recalled directly by memory.  
D. Staff - selected members of your staff who are not assigned directly to the project being considered.  
E. External Sources - sources which do not fall into any one of the categories.
30. When you hear about a new idea which may be of use to your organization, you: 30. ☐
- A. Analyze it in depth before instituting it.  
B. See how it works in other organizations.  
C. Turn it over to a person in your organization who is most likely to use it.  
D. Discuss it and its applicability at your next conference.  
E. Turn it over to a cost analyst to determine its value.
31. When information concerning major decisions are to be made, you: 31. ☐
- A. Recognize, among other things, that upward communications have little or no value to the management of the organization.  
B. Acknowledge that an important decision about decisions is when to communicate them, if at all.  
C. Insist that a decision is communicated in a language that will not antagonize its receptiveness.  
D. Recognize that some restrictions may improve organizational effectiveness.  
E. Insist that every decision be communicated in a language that leaves no doubt to the intent or spirit of the decision.
32. Indicate the total number of journals, magazines, and newspapers which you regularly read. 32. ☐
- A. 1 - 2  
B. 3 - 4  
C. 5 - 6  
D. 7 - 8  
E. 9 or more

## YOUR ANSWER

33. Would you work at your present job for a lesser salary? 33. ☐
- A. Yes  
B. No
34. If Yes, by how much less? 34. ☐
- A. \$ 2,000 D. \$ 15,000  
B. 5,000 E. 20,000  
C. 10,000
35. If No, why not? 35. ☐
- A. Money is very important to you.  
B. You are worth what you are being paid.  
C. For your unique skills, you will not work for less than your present salary.  
D. Money is not a direct concern to you, but it is important to your family.  
E. Present earning power is necessary to provide a portfolio for future security.
36. How do you feel about the time you have to do your work? 36. ☐
- A. Have time for everything without feeling pushed.  
B. Wish you had a little more time to plan and to think.  
C. Necessary to keep pushing to get everything done.  
D. Very hard to do what is expected of you in the time available.  
E. Never seem to have enough time to do everything.
37. With respect to the amount of time you spend at "work": 37. ☐
- A. You do not view your position as having fixed working hours.  
B. You consider yourself as a professional that will give whatever amount of time is required, at the time, to accomplish the present undertaking.  
C. As a general rule, you accomplish at least or more work outside the office than while working at the office.  
D. You simply feel that working hours are for "others" and you give whatever time is required to accomplish a task and work at it until it is completed.  
E. You try not to allow your outside personal interests to cause you to mismanage your time.
38. Of the situations given, which of these best describes your work routine? 38. ☐
- A. You have time in your daily routine to spend time on the unexpected.  
B. As a general rule, your daily schedule is very heavy.  
C. If it were not for your subordinates taking up a good part of your time, you would have more than enough time to expand your involvement in the organization.  
D. You have no difficulty with the management of your time since you set a fixed and precise daily schedule, allowing time for your seniors, subordinates, and whatever is left belongs to you.  
E. You are concerned with the amount of time you have to spend at the office, because you feel your superiors interpret this as an indicator of ineffectiveness.



39. You are about to propose a new policy which you feel is good for the organization. You intuitively believe, however, that you will have difficulty convincing certain segments of the organization. You are further aware that unless you receive almost across the board concurrence, it will be difficult to convince your boss to implement the policy. How would you go about "seeing to it" that your policy is accepted?
39. ☐
- A. Work around the opposition, by going directly to your superiors and attempt to convince them of the need for your proposed policy.
  - B. Determine who your supporters are and seek their assistance to favorably impress the opposition.
  - C. Specifically, identify those individuals who are opposed and attempt to convince them individually.
  - D. Ignore the opposition and continue with your new policy changes.
  - E. Postpone introduction of the policy change and wait for better timing.
40. As a decision-maker:
40. ☐
- A. You accept success and failure equally.
  - B. When you have failed, you have accepted the consequences and continue on as before.
  - C. When you fail, you accept the consequences and will analyze the causative factors thereto. Such a set back will not deter your future efforts.
  - D. Your aim is to always succeed no matter what procedures or methods must be employed to accomplish your objectives.
  - E. You are successful because you thoroughly investigate the parameters surrounding the decision about to be made.
41. Assume that you are considering an officer for an extremely important and visible project. However, you consider the best among them to be a "maverick" with respect to his management/leadership style. If you decide on selecting the "maverick" would you?
41. ☐
- A. Insist that his management/leadership style conform to present organization policies.
  - B. Modify the organization to adjust to his management/leadership style.
  - C. Prefer to allow him to operate as he pleases so long as his performance results are highly satisfactory.
  - D. Prefer to allow him to operate within his style, but at the appropriate time tactfully remind him that the organization policies are sound and will prove beneficial to him in the long run.
  - E. You would not select the "maverick."

YOUR ANSWER

42. If you have just been promoted two levels above your present position, you would function at this new level:

42.

- A. By proceeding cautiously before making decisions.
- B. By waiting to gain confidence and with additional experience make decisions faster than when initially assigned.
- C. With no delay in decision-making because earlier training and experience adequately prepared you for this increased responsibility.
- D. Because in the past when assigned to a new or unfamiliar area, you had no difficulty in commanding the new job and therefore, would anticipate no delay in decision-making now.
- E. By growing into the job gradually because of the scope of the position.

43. As you reflect on your career, judge the present, and postulate about the future regarding the relationship with your family, family responsibilities and demands of your present position, how would you best describe the way in which the relationship exists or developed?

43.

- A. Family responsibilities were/are not neglected since a mutual bond of understanding developed as you proceeded through your career, wherein the family was/is supportive of your professional goals.
- B. Your family has/did not place you in a position wherein you had to choose between family or professional goals.
- C. Family obligations occasionally have taken a secondary position if your professional goals and requirements of your job were to be attained. However, you attempted to make it up to the family whenever the occasion(s) allowed.
- D. You attempted to make a compromise decision between family and job, but rarely sacrificed the family.
- E. Sometimes, demands of the job, i.e., time sensitive issues, demanded that you put more hours on the job than you would like.

44. In a position that you feel is not exactly what you want:

44.

- A. You do whatever is required and receive what you believe to be only minimal personal or professional satisfaction from the results of your efforts.
- B. You consider the results of your efforts to be negligible and, in fact, believe your efforts to be "dog work."
- C. You consider your efforts to be professionally and personally rewarding even though you are not completely happy with your present position.
- D. You have, in retrospect, almost always derived personal satisfaction from your job regardless of your personal feelings toward the assignments.
- E. You do what is required, knowing or hoping that the present assignment or occupation is only a means to an end.

45. You accept a specific assignment:

45. ☐

- A. Thinking or knowing that it would be only a temporary assignment, carrying with it a promise or possibility that a better position would be available in a reasonable time.
- B. Realizing that it was exactly what you wanted to do and had no desire for higher levels of aspiration.
- C. Because of your specific or unique skills that were desired by the organization, who was willing to award you commensurate with your proven abilities.
- D. Because of your unique skills that were desired by the organization but you also set your remuneration specific demands.
- E. Because there were no other positions available or opportunities that suited you.

46. When you take leave:

46. ☐

- A. You find it is most beneficial to take one long leave as opposed to several short leaves.
- B. You fit your leave schedule into what the organization will allow you to take.
- C. You find it best to schedule your leave with the needs and desires of your family.
- D. You do not take long leaves (more than two weeks) because you recognize that you will have to work twice as hard to catch up on your work when you return.
- E. You take leaves only for reasons of health.

47. How good is your health?

47. ☐

- A. Poor — need rest and, or medical treatment to attack the rigorous daily business activity.
- B. Based upon your judgement and substantiated by your physician's evaluation, you are in good health for your age.
- C. Based upon your judgement and supported by your physician's evaluation, you are in better health than others of your age.
- D. Fair — you recognize the need to keep yourself physically toned up, but your demanding schedule has precluded you from adhering to a set exercise schedule.
- E. Perfect — can drive hard on any job, night or day.

### SECTION THREE

*Please answer the following questions in the present tense, i.e., how would you decide today, not how you decided in the past. Indicate your response in the box to the right of each question. The number preceding the solid vertical line corresponds to the question number in the appropriate box.*

YOUR ANSWER

48. You have decided to fire an officer who is a personal friend. Which best describes what you would do? 48. ☐

- A. Discuss the matter with him over the telephone.
- B. Delegate the act of termination to someone else.
- C. Delay notification until an opportune time.
- D. Write a memo specifying the termination and its reasons.
- E. Discuss the matter with him directly.

49. Select the one situation which causes you the most conflict: 49. ☐

- A. Your family accuses you of being married to your job, and demands more time with you.
- B. You have been directed to reorganize your activity to a mode you objected to in the past.
- C. Your organization expects you to violate your personal ethics.
- D. Your subordinate directly countermands your directions, however, his actions have led to increased effectiveness.
- E. You have a difference of opinion with your next higher command on the goals and objectives of the organization you head.

50. Your staff of ten members disagrees with you on an issue in which you strongly believe. What is the highest level of opposition that you would tolerate before yielding to the staff? 50. ☐

FOR

AGAINST

- |    |  |   |    |
|----|--|---|----|
| A. | 0  | — | 10 |
| B. | 2  | — | 8  |
| C. | 3  | — | 7  |
| D. | 4  | — | 6  |
| E. | 5  | — | 5  |
| F. | Would not yield no matter what the opposition. |   |    |

51. Assume that for some reason a very close friend is forced to leave the service. Some of the organizations that he has contacted are new and although their future success is uncertain, they offer potential salaries above that which he is now receiving. Indicate which company you would advise your friend to join. 51. ☐

CHANCES FOR COMPANY SUCCESS

PROSPECTIVE SALARY INCREASE

A.	2 in 10	200%
B.	4 in 10	100%
C.	6 in 10	50%
D.	8 in 10	25%
E.	Survival Guaranteed	0%

YOUR ANSWER

52. You are project manager for a new weapons system. The time and political mood is right for 52. ☐  
procurement of this system but you know that another more advanced system is also being  
developed. There is a high probability that the political mood will shift before development  
of the new system. What do you do?

- A. Do more research before making a decision.
- B. Limit buying of new system until more is learned on advanced system.
- C. Pursue the more advanced system no further.
- D. Invest more effort in the more advanced system.
- E. Transfer the decision on what to do to your boss.

53. Indicate the one best description of your actions while working under tight time constraints 53. ☐  
for a considerable period.

- A. You delegate part of your tasks.
- B. You continually seek additional tasks to be performed.
- C. You set aside part of the work for another time.
- D. You set up a priority for the tasks, then follow the priority.
- E. You are still open to ideas for additional tasks.

54. How frequently do you feel that you have been right when faced with making decisions 54. ☐  
which are not backed with factual material?

- A. Less than 50% of the time.
- B. 50 - 60% of the time.
- C. 60 - 70% of the time.
- D. 70 - 80% of the time.
- E. Greater than 80% of the time.

55. Imagine you manage a medium sized construction firm and recently learned of a new 55. ☐  
building material which is used extensively in Europe but has never been adopted in the  
United States. The building material appears to have several advantages in terms of sub-  
stantial cost reduction, superior insulation qualities, and relative ease in construction as  
compared to its counterpart in the United States.

After a thorough investigation, one of your engineers obtained extensive and reliable  
information on the characteristics, costs, and advantages of the new material. Further, your  
company could easily obtain exclusive manufacturing rights for use in the United States.

Indicate which of the following would best describe your approach to the building  
material.

## YOUR ANSWER

- A. Utilize the new idea in the firm's next major building project so as to take advantage of the substantial cost savings.
- B. Use the building material in one of the firm's small, local building projects so as to test its acceptance.
- C. Construct a non-commercial prototype.
- D. Engage the services of an independent consultant.
- E. Wait until the building material has received considerable commercial application in the United States.

56. It has been brought to your attention that two of your key people have had a fight. The conflict continues to adversely affect the performance of their departments. What would you do?

56. ☐

- A. Attempt to resolve the issue with each individual separately.
- B. Do not get involved; let them resolve the issue themselves.
- C. Call a conference to identify issues and resolve differences.
- D. Direct them to drop the issue and get on with business.
- E. Listen to the case, make judgement, and take appropriate action.

57. You and several others have been competing for a top military position, which you highly desired and confidently expected to receive. You were just informed that a young "tiger" has been selected for the position, and you consider him to be less competent than you. You have received a memo from the retiring individual in this position to bring the new officer up to speed. What would you do?

57. ☐

- A. Resign.
- B. Give token conformance and let the new officer meet the challenge on his own.
- C. Accept the assignment.
- D. Take time off to think about the situation.
- E. Accept the assignment, while looking for a position in another organization.

*Please think about what you do in your job in relation to handling subordinates. Indicate in the box to the right the one that best describes what you do.*

58. A. I feel that accepted plans should generally represent the ideas of my subordinates  
OR B. I expect subordinates to carry out plans I have prepared.

58. ☐

59. A. I am not so concerned with establishing close personal relationships as in getting subordinates to follow my example.  
OR B. I develop a close personal relationship with subordinates because I believe this marks out a good manager.

59. ☐

60. A. I believe that firm discipline is a most important element to keep work moving.  
OR B. Firm discipline should only be enforced occasionally, because it often does more harm than good.

60. ☐

## YOUR ANSWER

61. A. I am constantly concerned with high standards of performance and encourage subordinates to reach these standards. 61. ☐
- OR B. When a subordinate fails to perform I let him know of the failure in a firm and reasoned manner.
62. A. I think that subordinates should be able to overcome difficulties in the way of achievement themselves. 62. ☐
- OR B. When alternatives are described to me I am not long in indicating the course of action I prefer.
63. A. When I make a decision, I take the additional step of persuading my subordinates to accept it. 63. ☐
- OR B. I believe that subordinates should not be too discouraged by setbacks in the job, but rather should be able to clear blockages themselves.
64. A. In the long run, I will fire a man I consider to be unmanageable. 64. ☐
- OR B. I discourage arguments which upset the harmony amongst subordinates.
65. A. I reward good work and feel that punishment for non-performance has limited use. 65. ☐
- OR B. When I discipline a subordinate I am definite in letting him know what he has done wrong.

## APPENDIX B

### CODE BOOK

1. The following gives a description of how the questionnaire was coded for use in the SPSS system's packet.

a. Alpha responses were coded to numeric using the following system:

A = 1

B = 2

C = 3

D = 4

E = 5

F = 6

b. Questions that required a single box response that were not responded to were coded with the number 9 (nine).

c. Questions that required a double box response that were not answered or were answered incorrectly for that question were coded with a -1 (negative one).

d. Responses for each individual used a total of two computer cards. Each set of cards was given a three-digit number and this number was placed at the end of the card column along with a number 1 or 2 denoting which card it was, for that one person.

2. The section below gives the card column, question number, item description and code along with the variable label for



that question. This procedure will permit easy coding should the authors need such information in the future or anyone else desires to use this data or need to interpret it.

Card Column	Question	Item and Code	Variable Name
1	1	Present Employer 1 = Military 2 = Civilian	Employer
2	2	Organizational Position 1. Commander 2. Deputy Commander 3. Staff 4. Director 5. Project/Program Manager	Position
3-4	3	Location of Organization 1. New England 2. Eastern U.S. 3. Southeast 4. North Central 5. South Central 6. Northwest 7. Southwest 8. Alaska 9. Hawaii 10. Overseas	Location

Card Column	Question	Item and Code	Variable Name
5-6	4	Age - Numbers represent age of individual.	Age
7	5	Sex  1. Female  2. Male	Sex
8-9	6	Height - given in inches	Height
10-11-12	7	Weight - given as three digits	Weight
13	8	Race  1 = American Indian  2 = Black  3 = Oriental  4 = Spanish/American  5 = White  6 = Other	Race

Card Column	Question	Item and Code	Variable Name
14-15	9	Length of Time with present organization in years  1 = 01 2 = 02 3 = 03  Then any double digit	Org time
16	10	Last level of formal education  1 = High School diploma 2 = B.A. 3 = B.S. 4 = M.B.A. 5 = M.P.A. 6 = Masters 7 = Doctorate	Educ
17	11	Major field of study  1 = Hard Science/ Engineering 2 = Hard Science/Other 3 = Soft Science 4 = Business 5 = Overlapping Fields 6 = Misc	Study

Card Column	Question	Item and Code	Variable Name
18	12	Marital Status 1 = Divorced 2 = Divorced and Remarried 3 = Married 4 = Single 5 = Widow/Widower	Married
19	13	Number of times married - Single digit response 1, 2, ... 9	Times
20-21-22	14	Number of Children Sons in C.C. 20 Daughters in C.C. 21 None in C.C. 22 i.e., 2-3-0 = 2 sons 3 daughters 1-1-0 = 1 son 1 daughter 0-0-0 = no children	Children
23-24	15	Spouse's highest level of education  1 = no response = 01 2 = less than 12 years = 02 3 = 12 yrs = 03 4 = 13 yrs = 04	Spoused

Card Column	Question	Item and Code	Variable Name
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		5 = 14 yrs = 05	
		6 = 15 yrs = 06	
		7 = 16 yrs = 07	
		8 = 17 yrs = 08	
		9 = 18 yrs = 09	
		10 = greater than 18 yrs = 10	

25-26	16	Number of times relocated in career	Relocate
		01 = 0 to 5 times	
		02 = 5 to 10 times	
		03 = 10 to 15 times	
		04 = 15 to 20 times	
		05 = over 20 times	

27-28	17	Number of years in military - double digit response	Yrsmil
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29	18	Religious Preference	Religion
		1 = None	
		2 = Catholic	
		3 = Jewish	
		4 = Other	
		5 = Protestant	

30	19	Have you changed religious preference	Chgrel
		1 = yes	
		2 = no	

Card Column	Question	Item and Code	Variable Name
31	20	If they have changed religion they will enter digit for how many times. If not they will enter 0.	Chgtimes
32	21	Father's Occupation 1 = Blue Collar 2 = High Professional 3 = Low Professional 4 = White Collar 5 = Agriculture 6 = Other/Military Officer	Occfath
33	22	Number of work related organizations you belong to 1 = 0 2 = 1-2 3 = 3-4 4 = 5-6 5 = more than 6	Orgmemb
34	23	Friends made in past year 1 = no new friends 2 = 1-2 3 = 3-5 4 = 6 or more 5 = cannot remember exactly	Friends

Card Column	Question	Item and Code	Variable Name
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35	24	How many people do you see daily? 1 = 0-4 2 = 5-8 3 = 9-12 4 = 12-16 5 = more than 16	Contact
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36	25	What you usually do in making decision. 1 - Make it and inform boss later 2 = Make it as if routine 3 = put problem before those affected by decision 4 = decision making not my responsibility 5 = Take time and check with boss	Decide
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37	26	You hear about work related developments _____ subordinates. 1 = considerably before 2 = sooner than 3 = about the same time 4 = later than 5 = sometime after	Timeinf
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Card Column	Question	Item and Code	Variable Name
38	27	Number of times subordinates came to you in past month for work related info not part of your position 1 = 1-3 2 = 4-7 3 = 8-11 4 = 12-16 5 = 17 or more	Freqinf
39	28	In the past year how many new routine, work related projects have been completed in which you supplied the original idea? 1 = 0 2 = 1-2 3 = 3-4 4 = 5-6 5 = 7 or more	Idea
40	29	Source of initial information 1 = Literature 2 = Vendors 3 = Personal Experience 4 = Staff 5 = External Sources	Sourcinf

Card Column	Question	Item and Code	Variable Name
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41	30	New idea in your organization, you... 1 = Analyze in depth 2 = See how it works in other organizations 3 = Turn it over to person most likely to use in your org 4 = Discuss applicability at next conference 5 = Turn over to cost analyst	Newidea
42	31	What do you do with information concerning major decisions? 1 = Upward Communications have little value 2 = What important is when to communicate 3 = Communicate in language that is not antagonizing 4 = Restrictions may improve organization 5 = Communicate in language that leaves no doubt about decision	Communic

Card Column	Question	Item and Code	Variable Name
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43	32	Journals and Magazines you read 1 = 1-2 2 = 3-4 3 = 5-6 4 = 7-8 5 = 9 or more	Journal
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44	33	Would you work at your present job for lesser salary? 1 = yes 2 = no	Lessal
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45	34	If they answer 1 above the follow- ing applies as to how much less would they work for. 1 = 2,000 dollars 2 = 5,000 dollars 3 = 10,000 dollars 4 = 15,000 dollars 5 = 20,000 dollars  If they answered 2 above a "0" will be in this box	Amount
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Card Column	Question	Item and Code	Variable Name
46	35	<p>If they answered 2 in CC 44 then the following applies.</p> <p>1 = money important</p> <p>2 = worth what being paid</p> <p>3 = unique skills worth money now paid</p> <p>4 = money important to family</p> <p>5 = present salary necessary for future</p> <p>If they answered 1 in CC 44, this block will have a "0" in it</p>	Worth
47	36	<p>Feelings about time to do work</p> <p>1 - Time for everything. Not pushed.</p> <p>2 - Would like more time to plan and think</p> <p>3 - Need to keep pushing to get everything done</p> <p>4 - Hard to do what's expected in time allotted</p> <p>5 = Never have enough time to do everything</p>	Timelim

Card Column	Question	Item and Code	Variable Name
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48	37	With respect to time you spent at work	Flextime
		1 = Your position has no fixed working hours	
		2 = Professional - give what time necessary	
		3 = Accomplish more work outside the office	
		4 = Working hours for others - You give what's needed	
		5 = Do not let out- side interests cause you to mis- manage time.	

49	38	Situations describing work routine	Situated
		1 = Have time for unexpected	
		2 = As a rule schedule very heavy	
		3 = Subordinates take a great deal of time otherwise would have enough	
		4 = Very organized schedule for everything	
		5 = Time at office important because seniors view it as such	

Card Column	Question	Item and Code	Variable Name
50	39	<p>Want new policy but there is opposition. What do you do?</p> <p>1 = Work around it by going to superiors</p> <p>2 = Gather supporters and try to convince opposition</p> <p>3 = Identify opposition and try to convince individually</p> <p>4 = Ignore opposition and march on</p> <p>5 = Postpone policy and wait for better time</p>	Policy
51	40	<p>As a decision maker</p> <p>1 = Accept success/failures equally</p> <p>2 = Accept consequences of failure and march on as before</p> <p>3 = Accept failure but analyze causes</p> <p>4 = Aim to succeed no matter what</p> <p>5 = You're successful because you analyze parameters before decision</p>	Accept

Card Column	Question	Item and Code	Variable Name
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52	41	<p>Selecting "maverick" for important slot whose style is not like everyone else's: you...</p> <p>1 = Select maverick but insist he change leadership style</p> <p>2 = Select maverick and adjust organization to his style</p> <p>3 = Select maverick and allow him to operate as long as performance good</p> <p>4 = Select maverick but at appropriate time inform him that change would be better for him in long run</p> <p>5 = Don't select maverick</p>	Maverick
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53	42	<p>Promoted two levels above position, how do you function?</p> <p>1 = Proceed cautiously before making decision</p> <p>2 = Wait to gain confidence and experience, then make fast decision</p>	Promoted
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Card Column	Question	Item and Code	Variable Name
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- 
- 3 = No delay in decision making because of fast training
  - 4 = With other unfamiliar position I had no trouble so none should occur now
  - 5 = Grow into job gradually
- 

- |    |    |  |          |
|----|----|--|----------|
| 54 | 43 | Relationship with family in looking back over career and in future | Relation |
|----|----|--|----------|
- 1 = Family not neglected because of understanding and support
  - 2 = Family didn't place me in position to choose between them and job
  - 3 = Family has sometimes taken 2nd place but quickly made up for it
  - 4 = Compromise between family and job but rarely sacrificed family
  - 5 = Job required me to put more hours at job than I would have liked
-



Card Column	Question	Item and Code	Variable Name
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55	44	<p>In a position you feel is not exactly what you want</p> <p>1 = Do what is required to be only minimally satisfied</p> <p>2 = Your efforts and results are negligible and like dog work</p> <p>3 = Your efforts professionally rewarding no matter what the job</p> <p>4 = Always derive personal satisfaction from job</p> <p>5 = You do what's required in job because it's a means to an end</p>	Undespos
56	45	<p>You accept a specific assignment:</p> <p>1 = Thinkint it's only temporary with promise of better position in time</p> <p>2 = Knowing it's exactly what you wanted and have no desire for future aspiration</p> <p>3 = Because of your unique skills the organization awarded you</p>	Assign

Card Column	Question	Item and Code	Variable Name
-------------	----------	---------------	---------------

4 = Because of your  
unique skills you  
have been rewarded  
but you also set  
other demands

5 = Because there were  
no other positions  
available at the  
time

57

46

When you take leave:

Leave

1 = You take a long  
one rather than  
several short  
ones

2 = Fit leaves into  
what organization  
will allow

3 = Schedule your  
leaves around  
family desires

4 = You don't take  
long leaves  
because you'll  
have to work  
twice as hard  
when you return

5 = You take leave  
for health  
reasons

58

47

How good is your  
health?

Health

1 = Poor - need rest

2 = You're in good  
health for your  
age

3 = You're in better  
health than  
others your age

Card Column	Question	Item and Code	Variable Name
-------------	----------	---------------	---------------

4 = Fair - you know  
you need to do  
more for health  
but job precludes  
it

5 = Perfect - can  
drive hard night  
and day

59

48

You decided to fire  
officer who is per-  
sonal friend. What  
do you do?

Fire

1 = Discuss it with  
him over phone

2 = Delegate act of  
termination to  
someone else

3 = Delay notifica-  
tion until  
opportune time

4 = Write memo speci-  
fying termination

5 = Discuss it with  
him directly

60

49

Select situation  
which causes you  
most conflict.

Conflict

1 = Family accuses  
you of being  
married to  
your job

2 = You are directed  
to reorganize to  
mode you objected  
to in the past

Card Column	Question	Item and Code	Variable Name
-------------	----------	---------------	---------------

- 
- 3 = Organization expects you to violate personal ethics
  - 4 = A subordinate violates your directions but it leads to increased effectiveness
  - 5 = You have difference of opinion with next higher command on goals and objectives of organization
- 

61	50	Your staff disagrees with you on issue. What is highest level of opposition you will tolerate before yielding?  1=0(For) 10(Against) 2=2(For) 8(Against) 3=3(For) 7(Against) 4=4(For) 6(Against) 5=5(For) 5(Against) 6=Would not yield	Oppose
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62-63-64	None	Individual's return as 3 digit number	Case
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65	None	Card Number 1 <u>End of first Card</u>	Card
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## Second Card for Individual

Card Column	Question	Item and Code	Variable Name
1	51	<p>Friend must leave service. Organizations contact him and offer salaries above what he is now getting but companies' futures are uncertain. Which would you advise him to join?</p> <p>(Success) (Sal Inc)</p> <p>1=2 in 10      200%</p> <p>2=4 in 10      100%</p> <p>3=6 in 10      50%</p> <p>4=8 in 10      25%</p> <p>5=Survival      0%</p> <p>    guaran-     teed</p>	Advise
2	52	<p>Your project manager of your system looks good but new advanced system is also being developed. What do you do?</p> <p>1 = Do more research before making decision</p> <p>2 = Limit buying of your system until more is learned on advanced system</p> <p>3 = Pursue advanced system no further</p>	Procure

Card Column	Question	Item and Code	Variable Name
-------------	----------	---------------	---------------

- 
- 4 = Invest more effort in advanced system
  - 5 = Transfer decision on what to do to your boss
- 

- |   |    |  |          |
|---|----|--|----------|
| 3 | 53 | Indicate the best description of your actions when working under tight time constraints for a considerable period of time. | Pressure |
|---|----|--|----------|
- 1 = Delegate part of your tasks
  - 2 = Continually seek additional tasks
  - 3 = Set aside part of the work for another time
  - 4 = Set up priority for tasks, then follow it
  - 5 = Still open to ideas for additional tasks
- 

- |   |    |  |         |
|---|----|--|---------|
| 4 | 54 | How frequently do you feel you have been right in making decisions that were not backed by factual material? | Correct |
|---|----|--|---------|
- 1 = Less than 50% of the time
  - 2 = 50-60% of the time
  - 3 = 60-70% of the time

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NAVAL POSTGRADUATE SCHOOL MONTEREY CA  
A COMPARISON AND ANALYSIS OF ARMY GENERALS AND EXECUTIVES.(U)  
DEC 81 A E ADAMS, M W BOYER

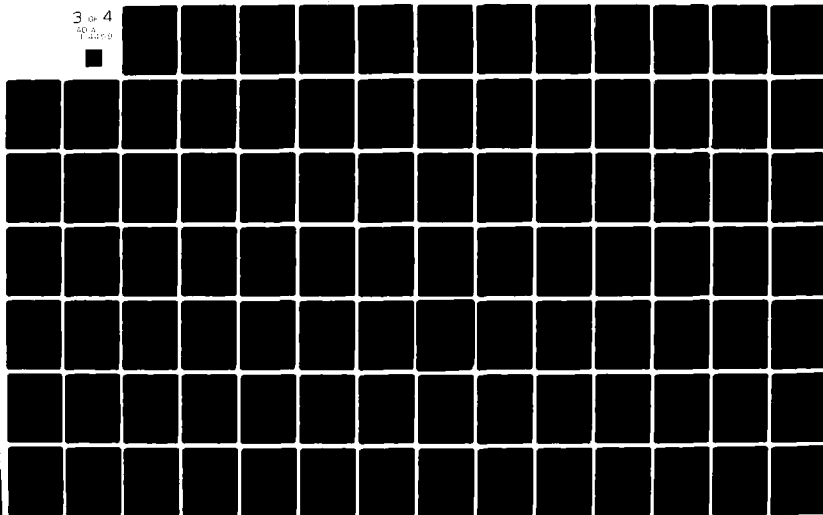
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Card Column	Question	Item and Code	Variable Name
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- 
- 4 = 70-80% of the time
  - 5 = Greater than 80% of the time
- 

5	55	<p>What do you do with new building material that has only been used in Europe but you know it's good and you could get exclusive rights to use it in US?</p> <ul style="list-style-type: none"> <li>1 = Utilize material at your firm's next major job</li> <li>2 = Use materials at small job to test acceptance</li> <li>3 = Construct non-commercial prototype</li> <li>4 = Use independent consultant</li> <li>5 = Wait till material comes into US commercially</li> </ul>	Material
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6	56	<p>Two key people had a fight and it still adversely affects the organization. What do you do?</p> <ul style="list-style-type: none"> <li>1 = Attempt to resolve it by talking to them individually</li> <li>2 = Don't get involved. Let them solve it.</li> </ul>	Fight
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Card Column	Question	Item and Code	Variable Name
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3 = Call a conference to identify issues and resolve conflicts

4 = Direct them to drop issue and get on with business

5 = Listen to case, make judgment, and take appropriate action

7

57

You feel you are directly in line for a top position but another officer receives it. You are now told to break the new guy in. What do you do?

Pastover

1 = Resign

2 = Give token performance but let him meet his own challenges

3 = Accept the assignment

4 = Take time off to think about situation

5 = Accept the assignment but look for another job

8

58

1 = Accepted plans generally represent ideas of my subordinate

Subord

Card Column	Question	Item and Code	Variable Name
-------------	----------	---------------	---------------

---

2 = I expect subordi-  
nates to carry out  
plans I have pre-  
pared

---

9	59	1 = I'm not concerned with establishing close personal re- lationships with subordinates as I am with them fol- lowing my direc- tion	Personal
		2 = I develop close personal relation- ships because it is a mark of a good manager	

---

10	60	1 = Firm discipline is most important element in keep- ing work moving	Discipl
		2 = Firm discipline should only be enforced occa- sionally because it often does more harm than good	

---

11	61	1 = I'm constantly concerned with high performance standards and encourage sub- ordinate to reach them	Perform
		2 = When a subordi- nate fails I let him know in a firm and reasoned manner	

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Card Column	Question	Item and Code	Variable Name
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12	62	<p>1 = Subordinate should overcome difficulties in a way of achievement themselves</p> <p>2 = When alternatives are described to me I'm not long in indicating the course of action</p>	Act
13	63	<p>1 = When I make decision I take additional steps of persuading subordinates to accept it</p> <p>2 = Subordinates should not be discouraged by setbacks and be able to clear blockages themselves</p>	Persuade
14	64	<p>1 = In the long run I will fire a man I consider to be unmanageable</p> <p>2 = I discourage arguments which upset the harmony amongst subordinates</p>	Harmony
15	65	<p>1 = I reward good work and feel punishment for now performance has limited use</p>	Punish

Card Column	Question	Item and Code	Variable Name
		2 = When I discipline subordinate I'm definite in letting him know what he has done wrong	
16-17-18	None	Identify with three digits which card it is	Casx
19	None	2nd card on individual	Carx

APPENDIX C  
POSITION AND OCCUPATION GROUPINGS

Questions 2, 11, 18 and 21 of the test instrument requested that each individual in the defined population write in specific biographical information. A wide range of responses was anticipated from setting the question up in this manner. The data received in question 2 was recorded in five groups that were determined appropriate by the authors. These groupings were asserted upon positions that were either similar in responsibility or substance. Information received in question 11 was grouped according to academic disciplines and included an overlapping and miscellaneous grouping. In question 18 the authors requested the respondents to write out the specific denomination to which they were associated with within the Protestant faith. Question 21 was designed by previous researchers to investigate socio-economic mobility as well as relationships between father-son occupations. The authors of this study added a sixth grouping in which those respondents who stated that their fathers were retired military were grouped. Some of the categorization was done according to what the authors judged appropriate as to what grouping the father's occupation fell into.

The following provides information as to the groupings used and some examples that fell into each:

Question #2: Position held within organization

Group 1 - Commander

- Division Commander
- Post Commander
- Commander
- Corps Commander

Group 2 - Assistant Commander

- Assistant Division Commander
- Deputy Assistant
- Deputy Commander

Group 3 - Staff

- Chief-of-Staff
- Inspector General
- Logistics Head
- Transportation/Engineer
- Foreign Attaches

Group 4 - Director

- Public Relations Director
- Director of Programs

Group 5 - Porject/Program Managers

- Weapons Project Manager
- Programs Chief

Question #11 - Major field of study

Group 1 - Hard Science (Engineering)

- Aero Engineering
- Civil Engineering
- Mechanical Engineering
- Engineering Science

Group 2 - Hard Science (Other)

- Medicine
- Physics
- Chemistry
- Dentistry

Group 3 - Soft Science

- International Affairs
- Political Science
- Education
- Communications
- Economics
- Law

Group 4 - Business

- Public Administration
- Management
- Business Administration
- Business
- Marketing

Group 5 - Overlapping Fields

- Civil Engineering and Law
- Aero Engineering and Public Administration
- Engineering and International Affairs
- Engineering and Physics
- ORSE and Economics

Group 6 - Miscellaneous

- Forestry
- Soil Mechanics
- Municipal Government

Question #18: Protestant Denomination (actual number)

Lutheran (12)

Christian (2)

Non-Denomination (72)

Episcopal (52)

Methodist (37)

Presbyterian (23)

Baptist (29)

Question #21: Father's Occupation

Group 1 - Blue Collar

- Laborer
- Carpenter
- Miner
- Mechanic



- Construction

- Truck Driver

Group 2 - High Professional

- Doctor

- Dentist

- Engineer

- Lawyer

- Executive

- CPA

Group 3 - Low Professional

- Broker

- Consultant

- Business Manager

- Editor

- Owner of Business

Group 4 - White Collar

- Salesman

- Foreman

- Merchant

- Civil Service

- Government Employee

Group 5 - Agriculture

- Farmer

- Rancher

- Soil Conservationist

Group 6 - Military

- Army Officer
- Army General
- Naval Officer
- Air Force Officer

APPENDIX D  
CHI-SQUARE TEST RESULTS

The Chi-square statistical test was used to determine the significance of difference between the civilian executives (data from previous study) and the military generals surveyed in our study. The null hypothesis under test was that the two independent groups, executives (population A) and generals (population B), would respond the same with respect to capacity indicator groups. To test this hypothesis the number of responses to each part of a questionnaire was counted for each group. The proportion of responses from population A was then compared with the proportion of responses from population B.

The null hypothesis was tested by the Chi-square distribution:

$$\chi^2 = \sum_{i=1}^R \sum_{j=1}^K \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where

$O_{ij}$  = observed number of cases categorized in the  $i^{\text{th}}$  row of the  $j^{\text{th}}$  column.

$E_{ij}$  = number of cases expected under  $H_0$  to be categorized in the  $i^{\text{th}}$  row of the  $j^{\text{th}}$  column.

The values of  $\chi^2$  yielded by the formula are distributed approximately as Chi-square with  $df = (R-1)(K-1)$ , where  $R$  = the number of rows and  $K$  = the number of columns in the contingency table.

The expected values for each cell ( $E_{ij}$ ) were found by multiplying the two marginal totals common to a particular cell and then by dividing this product by the total number of cases. If the observed values are in close agreement with the expected values, the difference ( $O_{ij} - E_{ij}$ ) will be small, and consequently the value of  $\chi^2$  will be small. However, if some or many of the differences are large, then the value of  $\chi^2$  will also be large. The larger  $\chi^2$  the more likely it is that the two groups differ with respect to the capacity indicators' groups. It should be noted that the test will only tell whether or not the two groups are dissimilar. It will not tell the degree of association or the direction of dependency.

# Comparison by Capacity Indicator

## Legend:

R = Response

$\chi^2$  = Value between Populations

A = Population Executive

C = Comparison between Pop Exec and Army Generals

B = Population Army Generals

S = Same

T = Total Number of Responses

D = Difference

## Desire for Power

	R	A	B	T	$\chi^2$	C
Q. 58	1	39(44.71)	266(260.29)	305	.85	C
	2	17(11.29)	60(65.71)	77	3.38	
		<u>56</u>	<u>326</u>	<u>382</u>	<u>4.23</u>	D
Q. 60	1	38(32.08)	189(194.91)	227	1.27	
	2	16(21.91)	139(133.09)	155	1.86	S
		<u>54</u>	<u>328</u>	<u>382</u>	<u>3.13</u>	
Q. 61	1	33(37.28)	222(217.71)	255	.58	
	2	23(18.71)	105(109.28)	128	1.15	S
		<u>56</u>	<u>327</u>	<u>383</u>	<u>1.73</u>	

Q.	R	A	B	T	$\chi^2$	C
Q. 62	1 2	19(16.13) 37(38.87) <u>56</u>	91(93.87) 235(232.13) <u>326</u>	110 272 <u>382</u>	.60 .12 <u>.72</u>	C
Q. 63	1 2	39(35.13) 17(20.87) <u>56</u>	200(203.87) 125(121.13) <u>325</u>	239 142 <u>381</u>	.50 .84 <u>1.35</u>	S
Q. 64	1 2	46(44.33) 10(11.67) <u>56</u>	258(259.67) 70(68.33) <u>328</u>	304 80 <u>384</u>	.07 .28 <u>.35</u>	S
Q. 65	1 2	29(21.60) 26(33.40) <u>55</u>	121(128.40) 206(198.60) <u>327</u>	150 232 <u>382</u>	2.96 1.91 <u>4.87</u>	D

# Rewarding Family Life

Q. 12 (Marital Status)	1.45 2 3	4(3.54) 14(8.18) 106(112.28) <u>124</u>	9(9.46) 16(21.82) 306(299.72) <u>331</u>	13 30 412 <u>455</u>	.08 5.69 .48 <u>6.25</u>	D
Q. 13 (# Times Married)	1 2&3	99(110.43) 24(12.57) <u>123</u>	305(293.57) 22(33.43) <u>327</u>	404 46 <u>450</u>	1.63 14.30 <u>15.93</u>	D
Q. 43 (Rela- tion)	1 2 3 4 5	40(39.36) 24(20.77) 30(36.90) 11(4.65) 18(21.32) <u>123</u>	104(104.64) 52(55.23) 105(98.10) 6(12.35) 60(56.68) <u>327</u>	144 76 135 17 78 <u>450</u>	.01 1.19 1.78 11.94 .52 <u>15.44</u>	D

Ability under Stress

	R	A	B	T	X <sup>2</sup>	C
Q. 53 (Pressure)	1 2&3 4 5	20(21.71) 4(2.00) 24(24.57) 7(6.71) <u>55</u>	132(130.29) 10(12.00) 148(147.43) 40(40.29) <u>330</u>	152 14 172 47 <u>385</u>	.16 2.33 .02 .01 <u>2.52</u>	C
Q. 57 (Past-over)	1, 2, 4 3 5	4(2.24) 23(36.28) 23(11.48) <u>50</u>	13(14.76) 252(238.72) 64(75.52) <u>329</u>	17 275 87 <u>379</u>	1.59 5.60 13.32 <u>20.51</u>	D

Ability to Manage Time

Q. 36 (Time Lim)	1 2 3 4 5	26(19.95) 49(42.64) 20(22.41) 2(11.48) 26(26.51) <u>123</u>	47(53.05) 107(113.36) 62(59.59) 40(30.52) 71(70.49) <u>327</u>	73 156 82 42 97 <u>450</u>	2.52 1.31 .36 10.77 .01 <u>14.97</u>	D
Q. 37	1 2 3 4 5	35(26.63) 60(77.15) 2(2.47) 20(14.00) 6(2.74) <u>123</u>	62(70.37) 221(203.85) 7(6.53) 31(37.00) 4(7.25) <u>325</u>	97 281 9 51 10 <u>448</u>	3.63 5.26 .12 3.54 5.34 <u>17.89</u>	D

	R	A	B	T	$\chi^2$	C
Q. 38 (Situ- ated)	1	74(54.67)	126(145.33)	200	9.41	
	2	44(57.67)	167(153.33)	211	4.46	
	3,4,5	5(10.66)	34(28.34)	39	4.14	
		<u>123</u>	<u>327</u>	<u>450</u>	<u>18.01</u>	D

		Health				
Q. 47	1	2(.82)	1(2.18)	3	2.34	
	2	56(40.45)	92(107.55)	148	8.23	
	3	35(51.39)	153(136.61)	188	7.19	
	4	14(7.38)	13(19.62)	27	8.17	
	5	16(22.96)	68(61.04)	84	2.90	
		<u>123</u>	<u>327</u>	<u>450</u>	<u>28.83</u>	D

		Communicative Ability				
Q. 22 (Org Memb)	1	7(2.43)	2(6.57)	9	11.77	
	2	24(23.23)	62(62.77)	86	.03	
	3	39(53.21)	158(143.79)	197	5.20	
	4	26(26.20)	71(70.80)	97	0.00	
	5	25(15.94)	34(43.06)	59	7.06	
		<u>121</u>	<u>327</u>	<u>448</u>	<u>24.06</u>	D
Q. 23 (Friends)	1&2	9(7.90)	20(21.10)	29	.21	
	3	28(17.43)	36(46.57)	64	8.81	
	4	61(78.97)	229(211.03)	290	5.62	
	5	24(17.70)	41(47.30)	65	3.08	
		<u>122</u>	<u>326</u>	<u>448</u>	<u>17.72</u>	D



	R	A	B	T	$\chi^2$	C
Q. 24 (Con- tacts)	1	13(4.05)	2(10.95)	15	27.09	C
	2	46(25.10)	47(67.90)	93	23.84	
	3	30(25.64)	65(69.36)	95	1.02	
	4	15(15.92)	44(43.08)	59	.07	
	5	18(51.28)	172(138.72)	190	29.58	
		122	330	452	81.60	D
Q. 31 (Com- munic)	1&2	20(15.80)	37(41.20)	57	1.54	S
	3	15(15.25)	40(39.75)	55	.01	
	4	6(5.00)	12(13.01)	18	.28	
	5	76(80.95)	216(211.04)	292	.42	
		117	305	422	2.25	
Q. 32	1&2	13(21.47)	66(57.53)	79	4.59	D
	3	39(42.66)	118(114.34)	157	.31	
	4	24(20.65)	52(55.35)	76	.78	
	5	46(37.22)	91(99.77)	137	2.84	
		122	327	449	8.52	

Decision Making Capability

	R	A	B	T	$\chi^2$	C
Q. 25 (Decide)	1	17(38.86)	126(104.14)	143	16.89	C
	2	62(47.55)	113(127.45)	175	6.03	
	3	39(27.17)	61(72.83)	100	7.07	
	4&5	4(8.42)	27(22.58)	31	3.19	
		122	327	449	33.18	
						D

	R	A	B	T	X <sup>2</sup>	C
Q. 39 (Policy)	1&5 2 3 4	6(4.24) 22(21.45) 71(76.32) 9(5.99) <u>108</u>	11(12.76) 64(64.56) 235(229.68) 15(18.01) <u>325</u>	17 86 306 24 <u>433</u>	.97 .02 .49 2.02 <u>3.05</u>	C
Q. 40 (Accept)	1 2 3 4 5	18(12.32) 9(7.23) 73(79.02) 2(1.61) 18(19.82) <u>120</u>	28(33.68) 18(19.76) 222(215.98) 4(4.39) 56(54.18) <u>328</u>	46 27 295 6 74 <u>448</u>	3.58 .59 .63 .13 .23 <u>5.16</u>	S
Q. 41 (Mave- rick)	1 2 3 4 5	3(7.06) 5(11.68) 37(36.14) 72(55.70) 5(11.41) <u>122</u>	23(18.94) 38(31.32) 96(96.86) 133(149.30) 37(30.59) <u>327</u>	26 43 133 205 42 <u>449</u>	3.20 5.25 .28 6.55 4.94 <u>20.22</u>	D
Q. 42 (Promoted)	1 2 3 4 5	14(8.53) 22(13.84) 21(26.98) 29(37.36) 12(11.30) <u>98</u>	23(28.47) 38(46.16) 96(90.02) 133(124.64) 37(37.70) <u>327</u>	37 60 117 162 49 <u>425</u>	4.56 6.25 1.72 2.43 .06 <u>15.02</u>	D
<u>Psyche/Status</u>						
Q. 33 (Lessal)	1 2	80(62.67) 41(58.32) <u>121</u>	151(168.33) 174(156.67) <u>325</u>	231 215 <u>446</u>	6.58 7.06 <u>13.64</u>	D

	R	A	B	T	$\chi^2$	C
Q. 35 (Worth)	1	1(.55)	2(2.45)	3	.45	
	2	21(14.90)	60(66.10)	81	3.06	
	3	9(6.25)	25(27.75)	34	1.48	
	4	4(9.93)	50(44.07)	54	4.34	
	5	4(7.36)	36(32.64)	40	1.88	
		<u>39</u>	<u>173</u>	<u>212</u>	<u>11.21</u>	D
Q. 44	1&2	6(3.88)	9(11.12)	15	1.56	
	3	18(24.04)	75(68.96)	93	2.05	
	4	71(76.26)	224(218.74)	295	.49	
	5	19(9.82)	19(28.18)	38	11.57	
		<u>114</u>	<u>327</u>	<u>441</u>	<u>15.67</u>	D

#### Job Security

	1	23(9.38)	11(24.62)	34	27.31	
Q. 46 (Leave)	2	36(59.62)	180(156.38)	216	12.92	
	3	39(33.67)	83(88.33)	122	1.16	
	4&5	24(19.32)	46(50.68)	70	2.56	
		<u>122</u>	<u>320</u>	<u>442</u>	<u>43.95</u>	D

#### Reaction to Conflict

	1	9(6.20)	41(43.80)	50	1.44	
Q. 49 (Conflict)	2	5(3.97)	27(28.03)	32	.31	
	3	21(22.56)	161(159.44)	182	.12	
	4&5	10(12.27)	89(86.73)	99	.48	
		<u>45</u>	<u>318</u>	<u>363</u>	<u>2.35</u>	S

	R	A	B	T	$\chi^2$	C
Q. 56 (Fight)	1	13(7.25)	37(42.75)	50	5.33	
	2&4	1(2.61)	17(15.39)	18	1.16	
	3	17(15.81)	92(93.19)	109	.10	
	5	25(30.32)	184(178.68)	209	1.09	
		56	330	386	7.68	
Courage to Commit Resources						
Q. 51 (Advise)	1	4(5.67)	36(34.33)	40	.57	D
	2	4(11.19)	75(67.81)	79	5.38	
	3	22(24.94)	154(151.06)	176	.40	
	4	22(10.20)	50(61.80)	72	15.90	
		52	315	367	22.25	
Q. 52 (Procure)	1	10(10.68)	69(68.32)	79	.05	D
	2	1(20.41)	150(130.59)	151	21.34	
	3	3(3.24)	21(20.76)	24	.02	
	4	32(13.11)	65(83.89)	97	31.47	
	5	4(2.57)	15(16.43)	19	.92	
		50	320	370	53.80	
Q. 55 (Material)	1	9(15.67)	101(94.33)	110	3.31	S
	2	40(33.34)	194(200.66)	234	1.55	
	3	3(2.70)	16(16.29)	19	.04	
	4	1(1.85)	12(11.15)	13	.45	
	5	1(.42)	2(2.57)	3	.93	
		54	325	379	6.28	

# Intuition

Q. 54 (Correct)	R	A	B	T	X <sup>2</sup>	C
1	1	4(4.02)	24(23.98)	28	0.00	
2	2	5(4.16)	24(24.83)	29	.20	
3	3	16(8.33)	42(49.67)	58	8.25	
4	4	22(19.67)	115(117.33)	137	.32	
5	5	8(18.81)	123(112.18)	131	7.26	
		<u>55</u>	<u>328</u>	<u>383</u>	<u>16.03</u>	D

# Innovativeness

Q. 26 (Time Inf)	R	A	B	T	X <sup>2</sup>	C
1	1	33(23.36)	54(63.64)	87	5.44	
2	2	44(52.62)	152(143.38)	196	1.93	
3	3	34(40.27)	116(109.73)	150	1.33	
4	4	7(2.42)	2(6.58)	9	11.85	
5	5	2(1.34)	3(3.66)	5	1.12	
		<u>120</u>	<u>327</u>	<u>447</u>	<u>21.67</u>	D
Q. 27 (Fre Inf)	1	35(27.23)	76(83.77)	111	2.94	
	2	24(30.91)	102(95.09)	126	2.05	
	3	17(18.89)	60(58.11)	77	.25	
	4	13(11.77)	35(36.23)	48	.17	
	5	15(15.21)	47(46.78)	62	0.00	
		<u>104</u>	<u>320</u>	<u>424</u>	<u>5.41</u>	S
Q. 28 (Idea)	1	4(1.83)	3(5.17)	7	3.48	
	2	14(9.15)	21(25.85)	35	3.48	
	3	33(26.40)	68(74.60)	101	2.23	
	4	23(21.69)	60(61.31)	83	.11	
	5	41(55.93)	173(158.07)	214	1.41	
		<u>115</u>	<u>325</u>	<u>440</u>	<u>10.71</u>	D

	R	A	B	T	$\chi^2$	C
Q. 29 (Source Inf)	1	12(6.44)	12(17.56)	24	6.56	
	2	1(.54)	1(1.46)	2	.54	
	3	28(43.98)	136(120.02)	164	7.93	
	4	43(49.08)	140(133.92)	183	1.03	
	5	34(17.97)	33(49.03)	67	19.54	
		<u>118</u>	<u>322</u>	<u>440</u>	<u>35.60</u>	D
Q. 30 (New Idea)	1	21(20.88)	55(55.12)	76	0.00	
	2	3(6.59)	21(17.41)	24	2.70	
	3	44(44.79)	119(118.21)	163	.02	
	4	53(48.91)	125(129.09)	178	.47	
	5	1(.82)	2(2.18)	3	.05	
		<u>122</u>	<u>322</u>	<u>444</u>	<u>3.24</u>	S

# APPENDIX E SURVEY RESULTS

EMPLOYER	CCODE	FREQUENCY	MEAN	MODE	KURTOSIS	MINIMUM	VALID CASES	STD ERR	STD DEV	SKEWNESS	MAXIMUM	MISSING CASES	MEDIAN	VARIANCE	RANGE
1.	MILITARY	322	1.027	1.000	32.310	1.000	331	0.009	0.163	5.841	2.000	0	1.014	0.027	1.000
2.	CIVILIAN	9													

[illegible]

MEAN	2.276	STD ERR	0.064	MEDIAN	2.286
MODE	1.000	STD DEV	1.149	VARIANCE	1.320
KURTOSIS	-1.155	SKEWNESS	0.277	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	326	MISSING CASES	5		



# LOCATION

CCDE	1	**	(	3)	
1.	I	I	NEW	ENGLAND	
2.	I	I	EAST		( 136)
3.	I	I	SCUTHEAST	(	42)
4.	I	I	N CENTRAL	(	22)
5.	I	I	S CENTRAL	(	13)



## AGE

CCODE	
43.	***** ( 5)
44.	***** ( 11)
45.	***** ( 18)
46.	***** ( 26)
47.	***** ( 28)
48.	***** ( 33)
49.	***** ( 37)
50.	***** ( 32)
51.	***** ( 28)
52.	***** ( 30)
53.	***** ( 32)



[illegible]

MEAN	1.976	STD ERR	0.008	MEDIAN	1.98E
MODE	2.000	STD DEV	0.154	VARIANCE	0.024
KURTOSIS	36.974	SKEWNESS	-6.225	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	331	MISSING CASES	0		

# HEIGHT

CCDE

1. \*\*\*\*\* ( 11)  
5.4 10 5.6

2. \*\*\*\*\* ( 71)  
5.7 10 5.9

3. \*\*\*\*\* ( 177)  
5.10 10 6.0

4. \*\*\*\*\* ( 55)  
6.1 10 6.3

5. \*\*\*\*\* ( 16)  
6.4 10 6.6

(MISSING)  
-1 ( 1)

FREQUENCY  
0 ..... 40 ..... 80 ..... 120 ..... 160 ..... 200

MEAN	2.982	STD ERR	0.046	MEDIAN	2.969
MODE	3.000	STD DEV	0.843	VARIANCE	0.711
KURTOSIS	0.404	SKEWNESS	0.188	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	330	MISSING CASES	1		

[illegible]

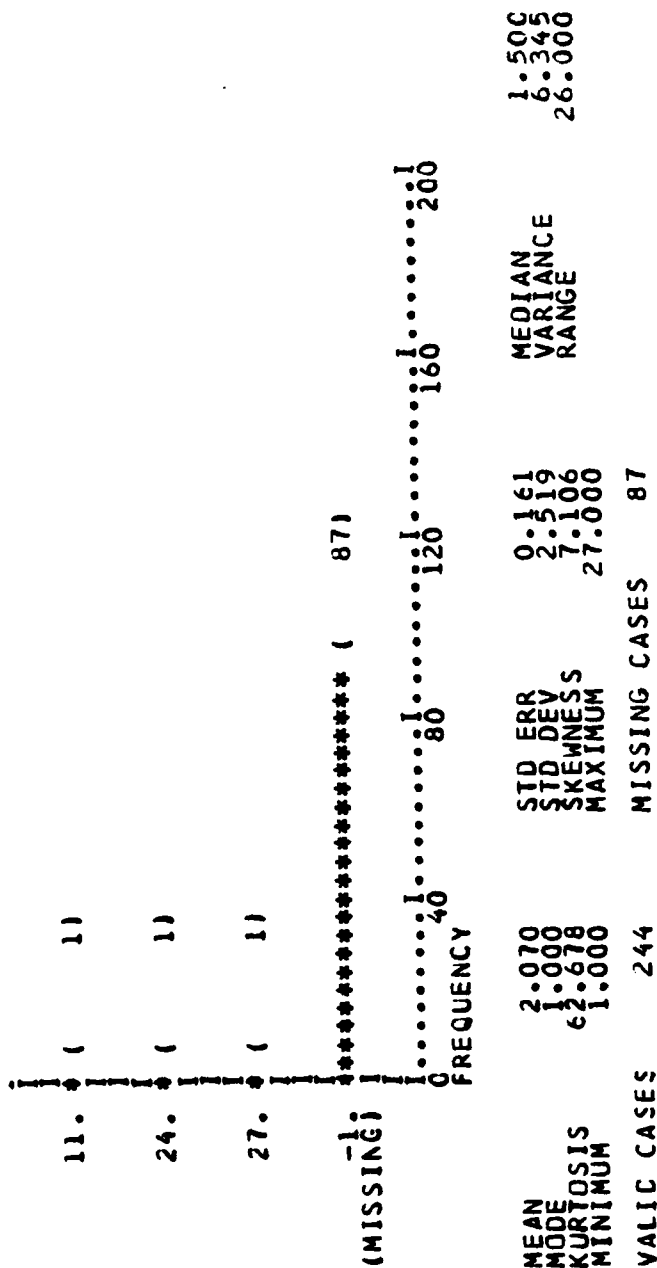
	MEAN	STD DEV	STD ERR	MEDIAN
MODE	2.945	0.908	0.050	2.915
KURTOSIS	3.000	0.248	0.008	0.825
OSIS	-0.227	5.000	0.248	4.000
MINIMUM	1.000			
VALID CASES	331	MISSING CASES	0	

[illegible]



# ORGTIME

CCDE							
1.	***** ( 122)						
2.	***** ( 78)						
3.	***** ( 18)						
4.	***** ( 14)						
5.	***** ( 2)						
6.	***** ( 4)						
7.	***** ( 3)						



[illegible]

# STUDY

CCODE	MEAN	MODE	KURTOSIS	MINIMUM	VALID CASES	326	STD ERR	STD DEV	SKEWNESS	MAXIMUM	MISSING CASES	5	0.065	1.181	-0.179	6.000	MEDIAN	VARIANCE	RANGE	3.177	1.395	5.000
1. ***** ( 47) ENG SCI																						
2. ***** ( 32) HARD SCI																						
3. ***** ( 124) SCFT SCI																						
4. ***** ( 97) BUSINESS																						
5. ***** ( 19) OVERLAP																						
6. ***** ( 7) MISC																						
7. ***** ( 5) (MISSING)																						
FREQUENCY																						

**CCDF**

Frequency	Single	Married	Div-Marr	Widowed	Divorced
1.	3	16	5	1	1
2.	1	1	1	1	1
3.	1	1	1	1	1
4.	1	1	1	1	1
5.	1	1	1	1	1

MEAN	STD ERR	MEDIAN
3.937	0.020	2.972
MODE	STD DEV	VARIANCE
3.000	0.355	0.126
KURTOSIS	SKEWNESS	
17.219	-2.513	
MINIMUM	MAXIMUM	RANGE
1.000	5.000	4.000
VALID CASES	MISSING CASES	
331	0	

**TIMES**

[illegible]

# SPCUSEC

```

CCODE
1. *** ( 8)
   I I NC SPCUSE
2. ** ( 4)
   I I LT 12 YEARS
3. I I ***** ( 56)
   I I 12 YRS
4. I I ***** ( 34)
   I I 13
5. I I ***** ( 57)
   I I 14 YRS
6. I I ***** ( 22)
   I I 15 YRS
7. I I ***** ( 102)
   I I 16 YRS

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[illegible]

	MEAN	STD ERR	MEDIAN
MODE	4.317	0.045	4.512
KURTOSIS	5.000	0.822	0.676
MINIMUM	0.000	-1.111	4.000
MAXIMUM	1.000	5.000	
VALID CASES	328	MISSING CASES	3

[illegible]

[illegible]

MEAN	STD ERR	MEDIAN
4.051	0.077	4.775
4.000	1.358	1.955
-0.940	-0.965	4.000
1.000	5.000	
VALID CASES	MISSING CASES	
329	2	

**303**

	MEAN	STD ERR	MEDIAN
MODE	1.845	0.020	1.908
KURTOSIS	2.000	0.362	0.131
MINIMUM	1.678	-1.915	1.000
	1.000	2.000	
VALID CASES	329	MISSING CASES	2

1.908  
0.131  
1.000

# CHGT JMS

CCDE

C. \*\*\*\*\* ( 278 )

1. \*\*\*\*\* ( 50 )

2. ( 1 )

9. ( 2 )

(MISSING)



MEAN  
MODE  
KURTOSIS  
MINIMUM

0.158  
0.0  
2.835  
0.0

STD ERR  
STD DEV  
SKEWNESS  
MAXIMUM

0.021  
0.374  
2.058  
2.000

MEDIAN  
VARIANCE  
RANGE

0.092  
0.140  
2.000

VALID CASES

329

MISSING CASES

2

CCCFATH

CCDE

```

1. ***** ( 57)
   BLUE CCLL

2. ***** ( 61)
   HI PROF

3. ***** ( 65)
   LC PROF

4. ***** ( 73)
   WHITE COLL

5. ***** ( 24)
   AGRIC

6. ***** ( 42)
   CTHER

(MISSING) ***** ( 9)

```

0 10 20 40 60 80 100  
FREQUENCY

MEAN	3.224	STD ERR	0.089	MEDIAN	3.162
MODE	4.000	STD DEV	1.598	VARIANCE	2.554
KURTOSIS	-0.940	SKEWNESS	0.252	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		
VALID CASES	322	MISSING CASES	9		

[illegible]

MEAN	3.223	STD ERR	0.049	MEDIAN	3.130
MODE	3.000	STD DEV	0.894	VARIANCE	0.800
KURTOSIS	-0.327	SKEWNESS	0.374	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	327	MISSING CASES	4		

[illegible]



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CODE      1.  2)
          0-4
          1 1 1 1 1
          2.  ***** ( 47)
          5-8
          3.  ***** ( 65)
          9-12
          4.  ***** ( 44)
          12-16
          5.  ***** ( 172)
          16+
          6.  ***** ( 1)
          (MISSING)
          0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10.....11.....12.....13.....14.....15.....16.....17.....18.....19.....20.....21.....22.....23.....24.....25.....26.....27.....28.....29.....30.....31.....32.....33.....34.....35.....36.....37.....38.....39.....40.....41.....42.....43.....44.....45.....46.....47.....48.....49.....50.....51.....52.....53.....54.....55.....56.....57.....58.....59.....60.....61.....62.....63.....64.....65.....66.....67.....68.....69.....70.....71.....72.....73.....74.....75.....76.....77.....78.....79.....80.....81.....82.....83.....84.....85.....86.....87.....88.....89.....90.....91.....92.....93.....94.....95.....96.....97.....98.....99.....100.....101.....102.....103.....104.....105.....106.....107.....108.....109.....110.....111.....112.....113.....114.....115.....116.....117.....118.....119.....120.....121.....122.....123.....124.....125.....126.....127.....128.....129.....130.....131.....132.....133.....134.....135.....136.....137.....138.....139.....140.....141.....142.....143.....144.....145.....146.....147.....148.....149.....150.....151.....152.....153.....154.....155.....156.....157.....158.....159.....160.....161.....162.....163.....164.....165.....166.....167.....168.....169.....170.....171.....172.....173.....174.....175.....176.....177.....178.....179.....180.....181.....182.....183.....184.....185.....186.....187.....188.....189.....190.....191.....192.....193.....194.....195.....196.....197.....198.....199.....200.....
          FREQUENCY

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MEAN	4.021	STD ERR	0.064	MEDIAN	4.541
MODE	5.000	STD DEV	1.160	VARIANCE	1.346
KURTOSIS	-1.012	SKEWNESS	-0.688	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	330	MISSING CASES	1		



## TIME INF

CCDE

(195) \*\*\*\*\* .1

**MUCH BEFORE**

2. \*\*\*\*\* ( 152 )

BEFORE

\*\*\*\*\* (1911) .E

**SAME TIME**

4. \*\*\* (2)

LATER

5. 1 \* \* ( 3 )

MUCH LATI

3-11-45

4

Month	Number of People
January	120
February	140
March	160
April	180
May	200
June	180
July	160
August	140
September	120
October	100
November	80
December	60

000004

MEAN	STD. DEV.	STD. ERR.	MINIMUM	MAXIMUM	MEDIAN	VARIANCE
2.229	0.759	0.042	0.000	5.000	2.229	0.576
MODE	0.372	0.182	0.000	5.000	0.576	4.000
KURTOSIS	1.000	MISSING	CASES	4		
MINIMUM	327					

**CODE**

1. \*\*\*\*\* ( 76 )

1-3

1. \*\*\*\*\* ( 76)  
1-3  
2. \*\*\*\*\* ( 102)

●●●●

( ) \*\*\*\*\* 609

11-8

4. \*\*\*\*\* ( 35)

71-21

5. \*\*\*\*\* ( 47)

71

(TT) \*\*\*.5

[illegible]

MEAN	STD DEV	STD ERR	MEDIAN
2.609	0.075		2.324
MODE	1.349		1.815
KURTOSIS	0.514		4.000
MINIMUM	5.000		
VALID CASES	MISSING CASES		
320	11		

[illegible]

[illegible]

MEAN	3.562	STD ERR	0.046	MEDIAN	3.586
MODE	4.000	STD DEV	0.826	VARIANCE	0.683
KURTOSIS	1.617	SKEWNESS	-0.666	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	322	MISSING CASES	9		

[illegible]

246

CCMMUNIC

CCCE		FREQUENCY		VALID CASES		MISSING CASES		STD ERR		STD DEV		SKEWNESS		MAXIMUM		MEDIAN		VARIANCE		RANGE	
2.	**** ( 37)	1	1	4.334	305	0.063	26	0.063	1.103	1.103	1.103	-1.240	5.000	5.000	5.000	4.794	1.217	3.000	3.000	3.000	3.000
3.	**** ( 40)	1	1	5.000	305	1.103	26	1.103	1.103	1.103	1.103	-1.240	5.000	5.000	5.000	4.794	1.217	3.000	3.000	3.000	3.000
4.	**** ( 12)	1	1	-0.156	305	1.103	26	1.103	1.103	1.103	1.103	-1.240	5.000	5.000	5.000	4.794	1.217	3.000	3.000	3.000	3.000
5.	**** ( 26)	1	1	2.000	305	1.103	26	1.103	1.103	1.103	1.103	-1.240	5.000	5.000	5.000	4.794	1.217	3.000	3.000	3.000	3.000
(MISSING)		1	1																		



```

CCDE
1. 1** ( 8)
   1-2
2. 1** ( 58)
   3-4
3. 1** ( 118)
   5-6
4. 1** ( 52)
   7-8
5. 1** ( 91)
   9+
6. 1** ( 4)
   (MISSING)
7. 1** ( 40)
   100
8. 1** ( 160)
   200
9. 1** ( 200)
   FREQUENCY

```

MEAN	3.489	STD ERR	0.063	MEDIAN	3.326
MODE	.000	STD DEV	1.145	VARIANCE	1.312
KURTOSIS	-1.073	SKEWNESS	-0.017	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	327	MISSING CASES	4		

```

CCDE
1.  YES ( 151 )
2.  NC ( 174 )
(MISSING)
      ( 6 )
      40 80 120 160 200
      FREQUENCY

```

	MEAN	STD ERR	MEDIAN
MODE	1.535	0.028	VARIANCE
KURTOSIS	2.000	0.500	RANGE
SKEWNESS	-1.992	-0.143	
MINIMUM	1.000	2.000	
VALID CASES	325	MISSING CASES	
		6	

373

1761

391

**\$2000**

671

**\$500**

311

00001\$

11

**\$150C**

31

200C

14)

(MISSING)

1  
.....  
40  
.....  
80  
.....  
120  
.....  
160  
.....  
200  
.....  
FREQUENCY

0.401  
1.332  
5.000

**MEDIAN  
VARIANCE  
RANGE**

0.065  
1.154  
1.007  
5.000

STD ERR  
STD DEV S  
SKEWNESS  
MAXIMUM

14

**0:00**  
**0:00**  
**0:00**  
**0:00**

MEAN  
MODE  
KURTOSIS  
MINIMUM

317

## MISSING CASES

CODE		FREQUENCY
0.	( MCNEY IMPORTANT	142)
1.	( MCNEY IMPORTANT	2)
2.	( WORTH PAY	60)
3.	( UNIQUE	25)
4.	( MONEY-FAMILY	50)
5.	( MCNEY NEEDED	36)
6.	(	1;
9.	( MISSING)	15)

	MEAN	STD DEV	STD ERR	MEDIAN
MODE	1.845	0.0	0.106	VARIANCE
KURTOSIS	-1.353	0.400	0.892	RANGE
MINIMUM	0.0	6.000	6.000	
VALID CASES	316	MISSING CASES	15	

CODE

1. \*\*\*\*\* ( 471 )  
I NCT PRESSE

2. I \*\*\*\*\* I WANT MORE \*\*\*\*\* ( 107)

3. \*\*\*\*\* ( 62)  
I NEED TO PLSH

4. \*\*\*\*\* ( 40)  
I ACT ENOUGH

5. \*\*\*\*\* ( 71 )  
I NEVER ENOUGH

(MISSING) 1 9 ( 4 )

[illegible]

MEAN	STD DEV	STD ERR	0.076	MEDIAN	2.853
MODE	SKEWNESS	MAXIMUM	1.377	VARIANCE	1.895
KURTOSIS			0.275	RANGE	4.000
MINIMUM			5.000		
VALID CASES	327	MISSING CASES	4		

CCODE	DESCRIPTION	FREQUENCY
1.	AC HOURS ( 62)	62
2.	PROFESSIONAL ( 221)	221
3.	CLT SIDE ( 7)	7
4.	GIVE UPON NEED ( 31)	31
5.	AC MISMANAGEMENT ( 4)	4
(MISSING)	( 6)	6

	MEAN	STD ERR	MEDIAN
MOCE	2.058	0.047	1.955
KURTOSIS	2.000	0.839	0.703
MINIMUM	2.204	1.374	4.000
VALID CASES	325	MISSING CASES	
		6	

# SITUATED

CCODE

```

1. ***** ( 126)
   TIME FOR UNEXPEC

2. ***** ( 167)
   HEAVY SCHEDULE

3. ***** ( 2)
   SLBORD

4. ***** ( 31)
   ORGANIZED

5. ***** ( 1)
   IMPRESS BOSS

(MISSING) ***** ( 4)
          ***** ( 40)
          ***** ( 80)
          ***** ( 120)
          ***** ( 160)
          ***** ( 200)
          FREQUENCY
  
```

MEAN	MODE	KURTOSIS	MINIMUM	VALIC CASES	327	MISSING CASES	4	STD ERR	STD DEV	SKEWNESS	MAXIMUM	MEDIAN	VARIANCE	RANGE
1.820	2.000	1.549	1.000	327				0.048	0.876	1.323	5.000	1.725	0.768	4.000

[illegible]



333

[illegible]

1  
500  
400  
300  
200  
100  
0  
FREQUENCY

	MEAN	STD DEV	STD ERR	MEDIAN	VARIANCE	RANGE
MINIMUM	3.128	0.000	0.057	0.038	3.032	3.038
MAXIMUM	3.000	0.437	0.203	1.078	1.078	4.000
VALID CASES	328		MISSING CASES	3		

[illegible]

[illegible]

MEAN	3.376	STD ERR	0.058	MEDIAN	3.549
MODE	4.000	STD DEV	1.058	VARIANCE	1.119
KURTOSIS	-0.160	SKEWNESS	-0.579	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	327	MISSING CASES	4		

[illegible]

4

# UNDESPCS

CCDE

1. \* ( MINIMUM 5)

3. \* ( REWARDING 75)

4. \* ( SATISFIED 224)

5. \* ( MEANS-END 19)

(MISSING) ( 4)

FREQUENCY 100 200 300 400 500

MEAN	3.746	STD ERR	0.038	MEDIAN	3.855
MODE	4.000	STD DEV	0.687	VARIANCE	0.472
KURTOSIS	5.142	SKEWNESS	-1.678	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	327	MISSING CASES	4		

## ASSIGN

333

\*\*\*\*\* (198)

# TEMPERARY

2. I \*\*\* (PERFECT 9)

\*\*\*\*\* ( 1931 )

# ENGINE

4. \*\*\* ( 131 ) DEMANDS

5. I\*\* ( 6 ) ONLY CHOICE

(42) 本本本本本！.5

(MISSING)

[illegible][illegible]

CCODE	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.	41.	42.	43.	44.	45.	46.	47.	48.	49.	50.	51.	52.	53.	54.	55.	56.	57.	58.	59.	60.	61.	62.	63.	64.	65.	66.	67.	68.	69.	70.	71.	72.	73.	74.	75.	76.	77.	78.	79.	80.	81.	82.	83.	84.	85.	86.	87.	88.	89.	90.	91.	92.	93.	94.	95.	96.	97.	98.	99.	100.	101.	102.	103.	104.	105.	106.	107.	108.	109.	110.	111.	112.	113.	114.	115.	116.	117.	118.	119.	120.	121.	122.	123.	124.	125.	126.	127.	128.	129.	130.	131.	132.	133.	134.	135.	136.	137.	138.	139.	140.	141.	142.	143.	144.	145.	146.	147.	148.	149.	150.	151.	152.	153.	154.	155.	156.	157.	158.	159.	160.	161.	162.	163.	164.	165.	166.	167.	168.	169.	170.	171.	172.	173.	174.	175.	176.	177.	178.	179.	180.	181.	182.	183.	184.	185.	186.	187.	188.	189.	190.	191.	192.	193.	194.	195.	196.	197.	198.	199.	200.	201.	202.	203.	204.	205.	206.	207.	208.	209.	210.	211.	212.	213.	214.	215.	216.	217.	218.	219.	220.	221.	222.	223.	224.	225.	226.	227.	228.	229.	230.	231.	232.	233.	234.	235.	236.	237.	238.	239.	240.	241.	242.	243.	244.	245.	246.	247.	248.	249.	250.	251.	252.	253.	254.	255.	256.	257.	258.	259.	260.	261.	262.	263.	264.	265.	266.	267.	268.	269.	270.	271.	272.	273.	274.	275.	276.	277.	278.	279.	280.	281.	282.	283.	284.	285.	286.	287.	288.	289.	290.	291.	292.	293.	294.	295.	296.	297.	298.	299.	300.	301.	302.	303.	304.	305.	306.	307.	308.	309.	310.	311.	312.	313.	314.	315.	316.	317.	318.	319.	320.	321.	322.	323.	324.	325.	326.	327.	328.	329.	330.	331.	332.	333.	334.	335.	336.	337.	338.	339.	340.	341.	342.	343.	344.	345.	346.	347.	348.	349.	350.	351.	352.	353.	354.	355.	356.	357.	358.	359.	360.	361.	362.	363.	364.	365.	366.	367.	368.	369.	370.	371.	372.	373.	374.	375.	376.	377.	378.	379.	380.	381.	382.	383.	384.	385.	386.	387.	388.	389.	390.	391.	392.	393.	394.	395.	396.	397.	398.	399.	400.	401.	402.	403.	404.	405.	406.	407.	408.	409.	410.	411.	412.	413.	414.	415.	416.	417.	418.	419.	420.	421.	422.	423.	424.	425.	426.	427.	428.	429.	430.	431.	432.	433.	434.	435.	436.	437.	438.	439.	440.	441.	442.	443.	444.	445.	446.	447.	448.	449.	450.	451.	452.	453.	454.	455.	456.	457.	458.	459.	460.	461.	462.	463.	464.	465.	466.	467.	468.	469.	470.	471.	472.	473.	474.	475.	476.	477.	478.	479.	480.	481.	482.	483.	484.	485.	486.	487.	488.	489.	490.	491.	492.	493.	494.	495.	496.	497.	498.	499.	500.	501.	502.	503.	504.	505.	506.	507.	508.	509.	510.	511.	512.	513.	514.	515.	516.	517.	518.	519.	520.	521.	522.	523.	524.
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CCODE		FREQUENCY
1.	( PCOR )	1
2.	GCOO FCR AGE	92)
3.	BETTER THAN MOST	( 153)
4.	( FAIR	13)
5.	PERFECT	( 68)
5.	( MISSING)	4)
		40
		80
		120
		160
		200

MEAN	STD ERR	0.059	MEDIAN
MODE	STD DEV	1.068	VARIANCE
KURTOSIS	SKEWNESS	0.679	RANGE
MINIMUM	MAXIMUM	5.000	
3.168			
3.000			
-0.708			
1.000			
VALID CASES	MISSING CASES	4	
327			



CCODE		FREQUENCY
1.	(	1
2.	DELEGATE 2)	1
3.	DELAY 2)	1
4.	DIRECT DISCUSS ***** (	3261
9.	(MISSING)  1)	1
C	FREQUENCY	500

MEAN	STD ERR	0.015	MEDIAN
MODE	STD DEV	0.279	VARIANCE
KURTOSIS	SKEWNESS	-9.478	RANGE
MINIMUM	MAXIMUM	5.000	
4.970			
5.000			
91.176			
2.000			
VALID CASES	MISSING CASES	1	
330			

[illegible]

265

```

CCCE
1. ***** ( 28)
   0-10
2. ***** ( 41)
   2-8
3. ***** ( 60)
   3-7
4. ***** ( 36)
   4-6
5. ***** ( 26)
   5-5
6. ***** ( 117)
   ACT YIELD
7. ***** ( 23)
   (MISSING)
*****
1.....1.....1.....1.....1.....1
C 40 80 120 160 200
FREQUENCY

```

MEAN	STD ERR	MEDIAN
4.110	0.101	4.194
6.000	1.774	3.147
-1.342	-0.295	5.000
1.000	6.000	
VALID CASES	MISSING CASES	
308	23	

[illegible]

2.877  
20.857  
5.000

**MEDIAN  
VARIANCE  
RANGE**

STD ERR	0.052
STD DEV	0.926
SKEWNESS	0.078
KURTOSIS	6.000

MISSING CASES 15

MEAN	2.842
MODE	3.000
KURT	0.288
CSIS	1.000
MINIMUM	

VALID CASES	316
-------------	-----

[illegible]

## PRESSURE

**CCOE**

1. \*\*\*\*\*(132)

DELEGATE

14

3. \*\*\* ( DELAY 6)

\*\*\*\*\* (841) \*\*\*\*\*

5. \*\*\*\*\* ( 40)

NEFC

11.5

11.5

100 80 60 40 20 0

## FREQUENCY

MEAN  
MODE  
KURTOSIS  
MINIMUM

2:879  
4:000  
-1:735  
1:000

STD ERR  
STD DEV  
SKEWNESS  
MAXIMUM

8380  
8910  
0520  
0.05  
0.105  
1

**MEDIAN  
VARIANCE  
RANGE**

3.658  
2.538  
4.000

## VALID CASES

330

## MISSING CASES

1

**CODE**

1. \*\*\*\*\* ( 241

2. \*\*\*\*\* ( 242

3. \*\*\*\*\* ( 42 )

4. \*\*\*\*\* (51)

5. \*\*\*\*\* ( 123)

9. 14. 31

[illegible]

MEAN	STD ERR	MEDIAN
3.881	0.066	4.145
MODE	STD DEV	VARIANCE
0.000	1.202	1.445
MINIMUM	SKEWNESS	
1.000	-1.046	4.000
	MAXIMUM	
	5.000	
VALID CASES	MISSING CASES	
328	3	

# MATERIAL

CCODE	1	2	3	4	5	5	MEAN	MODE	KURTOSIS	MINIMUM	VALID CASES	325	STD ERR	STD DEV	SKEWNESS	MAXIMUM	MISSING CASES	6	MEDIAN	VARIANCE	RANGE	1-817	0-536	4-000
1.	***** ( 101)	***** ( 194)	***** ( 16)	***** ( 12)	***** ( 2)	***** ( 6)	1-831	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000
UTILIZE	*****	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
2.	*****	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
TEST	*****	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
3.	***** ( 16)	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
CCSTRUCT	*****	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
4.	***** ( 12)	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
CCCONSULT	*****	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
5.	***** ( 2)	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
WAIT	*****	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
(MISSING)	***** ( 6)	*****	*****	*****	*****	*****	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000	
FREQUENCY	40	80	120	160	200	200	1-831	2-000	2-942	1-000	325	1-831	0-041	0-732	1-224	5-000	6	0-041	0-732	1-224	5-000	1-817	0-536	4-000



[illegible]

# PASTOVER

CCDE		FREQUENCY		MISSING CASES		MEDIAN VARIANCE RANGE		3.121 0.755 4.000	
1.	RESIGN (7)	1	1	3.359	329	0.048	0.000	3.121	0.755
2.	TCKEN AGREE (1)	1	1	0.727	329	0.869	0.000	0.755	4.000
3.	ACCEPT ***** (252)	1	1	1.000	329	5.000	0.000	3.121	0.755
4.	THINK (5)	1	1						
5.	LCCK (64)	1	1						
9.	(MISSING) (2)	1	1						
		0	0						

[illegible]

	MEAN	STD ERR	MEDIAN
MOCE	1.000	0.021	1.113
KURTOSIS	1.000	0.388	0.151
MINIMUM	0.688	1.638	1.000
VALID CASES	326	MISSING CASES	
		5	

```

CODE
1. ***** ( 179)
   FCLLCK DIRECTION
2. ***** ( 147)
   PERSONAL RELATION
3. ***** ( 5)
   (MISSING)
4. ***** ( 200)
   FREQUENCY

```

275.

**DISCIPL**

**CODE**

• 1 •

**FIRM**

2. \*\*\*\*\* ( 139)

# CCCASIGNAL

5. 131

(MISSING) I

100  
80  
60  
40  
20  
0

# FREQUENCY

MEAN	STD ERR	MEDIAN
1.424	0.027	1.368
MODE	STD DEV	VARIANCE
1.000	0.495	0.245
KURTOSIS	SKEWNESS	RANGE
-1.916	0.310	1.000
MINIMUM	MAXIMUM	
1.000	2.000	
VALID CASES	MISSING CASES	
328	3	

[illegible]

	MEAN	MODE	KURTOSIS	MINIMUM	MAXIMUM	STD DEV	STD ERR	MISSING CASES	MEDIAN	VARIANCE	RANGE
VALID CASES	327							4			
	1.321	1.000	-1.416	1.000					0.026		1.236
									0.468		0.219
									0.770		1.000
									2.000		

ACT

```

CCCE
1. ***** ( 51)
   CVERCCME
2. ***** ( 235)
   IMMEDIATE ACT
9. ***** ( 5)
   (MISSING)
F
.....100.....200.....300.....400.....500
FREQUENCY

```

MEAN	1.721	STD ERR	0.025	MEDIAN	1.806
MODE	2.000	STD DEV	0.449	VARIANCE	0.202
KURTOSIS	-1.028	SKEWNESS	-0.989	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		
VALID CASES	326	MISSING CASES	5		

```

CCCE
1. ***** ( 20C)
   GLIDED *****
2. ***** ( 125)
   INDEPEND *****
3. ***** ( 6)
   (MISSING) *****
   FREQUENCY 0 40 80 120 160 200

```

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[illegible]

	MEAN	STD ERR	MEDIAN
MODE	1.000	0.023	VARIANCE
KURTOSIS	-0.025	0.410	RANGE
MINIMUM	1.000	1.405	
VALID CASES	328	MISSING CASES	
		3	

[illegible]

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